

# Trinity Basin Preparatory

## Ewing Campus

### 2022-2023 Campus Improvement Plan



# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Learning 4
  - School Processes & Programs 6
  - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 10
  - Goal 1: Student Achievement 11
  - Goal 2: Strong Instructional Staff: Ewing will be prioritizing the recruitment, development, and retention of instructionally-focused staff members 18
  - Goal 3: Strong Data Culture: Ewing will embed data systems that leverage information before, during, and after instruction to accelerate learning and support ALL students 19
  - Goal 4: Student Progress 20
  - Goal 5: Strong Instruction 24
  - Goal 6: High Quality Curriculum 28

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Trinity Basin Preparatory is a free public charter school that was founded in 1998. Since opening the first campus in 1999 in Oak Cliff, Trinity Basin Preparatory has expanded to provide a safe, disciplined learning environment for more than 3,500 students in grades PK3 through 8. Trinity Basin Preparatory now has four campuses in Oak Cliff and two in Fort Worth, providing an education that focuses on literacy and language acquisition skills.

We strive to provide a well-rounded and rigorous education to our students focusing on the core academic areas of reading, writing, math, science and social studies. Expectations on our campuses are very high for students and faculty in order to foster an environment of achievement and success. Teachers who are successful within our organization understand the need to reach each individual student, regardless of any perceived learning barriers. At Trinity Basin Preparatory, we believe every child can succeed, and our teachers, staff, and administrators are all dedicated to that success.

Ewing currently has 540 scholars enrolled in grades PK3-4th grade.

Ethnic Distribution:

African American: 3%

Hispanic: 95.4%

White: 0.7%

Asian: 0.9%

Economically Disadvantaged: 91%

English Language Learners: 71%

At-Risk: 87%

Special Education: 9%

### Demographics Strengths

We have limited mobility with our students, and overall staff retention has been over 90% the last two years.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance was less than 95% all last year. **Root Cause:** Students and parents need intervention plans and consequences early on in the year.

# Student Learning

## Student Learning Summary

3rd Grade Math: 79% approaches (8 points above district, 1 point above state), 40% meets (7 points above district, 8 points below state), and 23% masters (6 points above district, 1 point below state)

4th Grade Math: 86% approaches (10 points above district, 12 points above state), 54% meets (12 points above district, 8 points above state), 30% masters (6 points above district, 2 points above state)

3rd Grade Reading: 63% approaches (1 point above district, 13 points below state), 38% meets (11 points above district, 6 points below the state), 17% masters (1 point above district, 11 points below state)

4th Grade Reading: 80% approaches (7 points above district, 6 points above state), 44% meets (4 points above district, 1 point above state), 15 % masters (2 points below district, 7 points below state)

4th Grade Writing: 67% approaches (5 points above district, 2 points above state), 29% meets (equal to the district, 4 points below state), 2% masters (2 points below the district, 8 points below the state)

## Student Learning Strengths

4th Grade Math showed an increase from 67% passing in 2017-2018 to 86% passing in 2018-2019. 4th Grade Math was higher than the state in approaches, meets, and masters.

4th Grade Reading showed an increase from 60% passing in 2017-2018 to 80% passing in 2018-2019. Campus was 6 points above the state in overall pass rate.

4th Grade Writing showed an increase from 43% passing in 2017-2018 to 67% passing in 2018-2019. Campus was 2 points about the state in overall pass rate.

3rd Grade Math SPED increased from 29% passing to 42% passing.

4th Grade Math SPED increased from 11% passing to 83% passing, exceeding the state pass rate by 45 points.

4th Grade Writing SPED increased from 0% passing to 17% passing.

Campus had a higher pass rate in all contents than the district.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** % of STAAR and on-grade level performance was below the expected goal. **Root Cause:** AI blocks were not used effectively to target specific skills in small group setting.

# School Processes & Programs

## School Processes & Programs Summary

The Ewing campus provides a clear vision aligned with district expectations and articulated in the campus action plan focused on six key areas: Professional Practice, Culture, Instructional Framework, Guaranteed and Viable Curriculum, Data Driven Decision Making, and School Programming. These six areas are monitored by the campus leadership team.

## School Processes & Programs Strengths

Campus has a weekly data protocol and completed weekly observation and feedback cycles for all teachers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers did not make significant improvement on the High Impact Rubric for instructional practices. **Root Cause:** Teachers need action steps aligned to T-TESS and High Impact Rubric in coaching cycles by all members of leadership team.

# 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.

When the snow storm occurred in February causing schools to be closed for 8 days, TBP Ewing 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 Ewing families. These actions helped to foster positive rapport and trust with families.



# Priority Problem Statements

**Problem Statement 3:** Attendance was less than 95% all last year.

**Root Cause 3:** Students and parents need intervention plans and consequences early on in the year.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 1:** % of STAAR and on-grade level performance was below the expected goal.

**Root Cause 1:** AI blocks were not used effectively to target specific skills in small group setting.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Teachers did not make significant improvement on the High Impact Rubric for instructional practices.

**Root Cause 2:** Teachers need action steps aligned to T-TESS and High Impact Rubric in coaching cycles by all members of leadership team.

**Problem Statement 2 Areas:** School Processes & Programs

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data





# Goals

**Goal 1: Student Achievement**

**Performance Objective 1:** 100% of K-4 students will grow at least one grade-level based on MAP EOY Data.

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Imagine Learning Implementation</p> <p>a.) Review expectations with all teachers</p> <p>b.) Monitor usage and data every three weeks</p> <p>c.) Provide student incentives</p> <p><b>Strategy's Expected Result/Impact:</b> Resources needed: prizes for students</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Vice Principal</p> <p>IC</p> <p>Library Aide</p> <p>Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Guided Reading</p> <p>a.) Train all staff members on expectations</p> <p>b.) Revisit guided reading in PLC once per 6 weeks</p> <p>c.) Observe staff members implementing guided reading</p> <p><b>Strategy's Expected Result/Impact:</b> Resource: The Next Step Forward in Guided Reading</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Vice Principal</p> <p>IC</p> <p>Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1: Student Achievement**

**Performance Objective 2:** 3rd Grade RLA STAAR - 50% of all students will perform at or above grade level on STAAR assessments with 80% of all students approaching grade level at the end of the 2022-2023 year.


4th Grade RLA STAAR - 60% of all students will perform at or above grade level on STAAR assessments with 80% of all students approaching grade level at the end of the 2022-2023 year.


**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Data Driven Instruction</b>                      a.) Administer Universal Screeners BOY, MOY, EOY + complete Imagine Learning monthly                      b.) Administer CBAS and develop re-teach action plans.                      c.) Administer STAAR aligned quick checks.                      d.) Create and implement student tracker to measure growth and progress in math and reading throughout the school year.                      e.) Observe and provide feedback on implementation of re-teach plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Resource: Driven by Data, Leverage Leadership  <b>Staff Responsible for Monitoring:</b> Principal</p> <p>Vice Principal</p> <p>Instructional Coach</p> <p>Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Observation and Feedback Cycle</p> <p>a.) Every 6 weeks tier teachers and develop coaching plan</p> <p>b.) Observe teachers according to coaching plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Resource: Leverage Leadership</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Vice Principal</p> <p>Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 1: Student Achievement**

**Performance Objective 3:** 3rd Grade Math STAAR - 52% of all students will perform at or above grade level on STAAR assessments with 80% of all students approaching grade level at the end of the 2022-2023 year.

4th Grade Math STAAR - 50% of all students will perform at or above grade level on STAAR assessments with 80% of all students approaching grade level at the end of the 2022-2023 year

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Data Driven Instruction</b>                      a.) Administer Universal Screeners BOY, MOY, EOY + complete Imagine Learning monthly                      b.) Administer CBAS and develop re-teach action plans.                      c.) Administer STAAR aligned quick checks.                      d.) Create and implement student tracker to measure growth and progress in math and reading throughout the school year.                      e.) Observe and provide feedback on implementation of re-teach plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Resource: Driven by Data, Leverage Leadership  <b>Staff Responsible for Monitoring:</b> Principal                       Vice Principal                       Instructional Coach                       Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Observation and Feedback Cycle</p> <p>a.) Every 6 weeks tier teachers and develop coaching plan</p> <p>b.) Observe teachers according to coaching plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Resource: Leverage Leadership</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Vice Principal</p> <p>Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 1: Student Achievement**

**Performance Objective 4: Early Childhood Literacy Progress Measure 1**

The percent of PreK students that score on grade level or above in Reading Overall Measure on the CLI Engage will increase from baseline of 27% to 55% by June 2024.

Yearly Target Goals

2020 2021 2022 2023 2024

30% 35% 45% 50% 55%

**Early Childhood Literacy Progress Measure 2**

The percent of K students that score on grade level or above in Reading on MAP will increase from 36% to 80% by June 2024.

Yearly Target Goals

2020 2021 2022 2023 2024

36% 45% 55% 65% 80%

**Evaluation Data Sources: CLI**

**Goal 1: Student Achievement**

**Performance Objective 5: Early Childhood Math Progress Measure 1**

The percent of PreK students that score on grade level or above in Math Overall Measure on the CIRCLE - CLI will increase from 69% to 90% by June 2024.

Yearly Target Goals

2020 2021 2022 2023 2024

70% 75% 80% 85% 90%

**Early Childhood Math Progress Measure 2**

The percent of K students that score on grade level or above in math on Math MAP will increase from 37% to 80% by June 2024.

Yearly Target Goals





2020 2021 2022 2023 2024

40% 50% 60% 75% 80%

**Goal 2: Strong Instructional Staff:** Ewing will be prioritizing the recruitment, development, and retention of instructionally-focused staff members

**Performance Objective 1:** 100% of teachers will move an impact lever up in the High Impact Rubric by the end of 2022-2023.

**Evaluation Data Sources:** High Impact Results - BOY/MOY/EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Establish a discipline committee that will meet monthly.  <b>Strategy's Expected Result/Impact:</b> Gather feedback from all stakeholders on discipline.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Attendance Clerk</p> <p>Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: Strong Data Culture:** Ewing will embed data systems that leverage information before, during, and after instruction to accelerate learning and support ALL students

**Goal 4: Student Progress**

**Performance Objective 1:** Exit Tickets: 100% of teachers will create and utilize high quality exit tickets and use the data for reteach.

**Evaluation Data Sources:** Lesson Plans, Observation Data

**Goal 4: Student Progress**

**Performance Objective 2: Aggressive Monitoring:** 100% of teachers will provide support necessary for students to complete instructional tasks requiring high order thinking skills independently.

**Evaluation Data Sources:** Observation Data

**Goal 4:** Student Progress

**Performance Objective 3:** Small Group and Independent Work: 100% of teachers will provide individualized instruction so that all students can access content and participate in the class.

**Evaluation Data Sources:** Lesson Plans, Observation Data

**Goal 4:** Student Progress

**Performance Objective 4:** High Impact Teachers: 100% of teachers will move at least one indicator on the High Impact Rubric from BOY to EOY (Student Progress/Meeting the needs of all learners)

**Evaluation Data Sources:** High Impact Rubric Data



**Goal 5: Strong Instruction**

**Performance Objective 1:** Habits of Discussion: 100% of teachers will follow the Ewing Habits of Discussion Scope and Sequence. (Complete Sentences/Defending Responses)

**Evaluation Data Sources:** Observation Data,

**Goal 5: Strong Instruction**

**Performance Objective 2: Aggressive Monitoring:** 100% of teachers will provide support necessary for students to complete instructional tasks requiring high order thinking skills independently.

**Evaluation Data Sources:** Observation data, Lesson Plans

**Goal 5: Strong Instruction**

**Performance Objective 3:** Checks for understanding: 100% of teachers will incorporate at least 3 checks for understanding moves in each lesson.

**Evaluation Data Sources:** Observation Data, Lesson Plans

**Goal 5: Strong Instruction**

**Performance Objective 4: High Impact Teachers:** 100% of teachers will move at least one indicator on the High Impact Rubric from BOY to EOY (Strong Instruction)

**Evaluation Data Sources:** High Impact Rubric Data

**Goal 6: High Quality Curriculum**

**Performance Objective 1:** Learning Objectives: 100% of teachers will develop and clearly communicate a well-framed, standards-aligned and appropriately rigorous objective.

**Evaluation Data Sources:** Observation Data, Lesson Plans

**Goal 6: High Quality Curriculum**

**Performance Objective 2:** Grade Level Assignments: 100% of teachers will utilize grade level appropriate work in classrooms.

**Evaluation Data Sources:** PLC's, Lesson Plans, Observation Data

**Goal 6: High Quality Curriculum**

**Performance Objective 3: Questions:** 100% of teachers will develop and plan appropriately demanding questions.

**Evaluation Data Sources:** Lesson Plans, Observation Data

**Goal 6: High Quality Curriculum**

**Performance Objective 4: High Impact Teachers:** 100% of teachers will move at least one indicator on the High Impact Rubric from BOY to EOY (High Quality Curriculum)

**Evaluation Data Sources:** High Impact Rubric Data