Trinity Basin Preparatory

Mesquite Trinity Basin Preparatory

2022-2023 Campus Improvement Plan

Mission Statement

The mission of Trinity Basin Preparatory is to inspire every student to do more, expect more, and be more. To make this mission a reality, every student and employee of Trinity Basin Preparatory is expected to exemplify the following core values of a TITAN:

1. **T**ruthful: We seek and speak the truth. We operate with integrity and honesty.
2. **I**nnovative: We are creative and use resourcefulness in solving problems.
3. **T**enacious: We are unshakable, determined, and we possess true grit.
4. **A**ccountable: We are transparent in our actions and are accountable to each other.
5. **N**urturing: We build relationships and deeply care about all members of the TBP family.

Vision

The vision of Trinity Basin Preparatory is to provide meaningful educational choice to families across Texas. We do this by building and maintaining a system of charter schools that are academically successful and financially strong. Trinity Basin Preparatory will be a safe, sustainable, innovative, and successful charter district, empowering students and their families with educational opportunity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hispanic- 67%

AA- 27%

Asian- 2%

White- 4%

ECO Disadvantaged 86.7%

Attendance rate has been 95% or lower all school year.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Istation Reading-EOY ISIP % of students on grade-level:

Kinder-46%

1st Grade-75%

2nd Grade-50%

3rd Grade-78%

Istation Math-EOY Istation Math % of students on grade-level:

Kinder-80%

1st Grade-50%

2nd Grade-50%

3rd Grade-50%

3rd Grade Math STAAR 2021-56% Approaches, 34% Meets, 17% Masters

3rd Grade Reading STAAR 2021-78% Approaches, 30% Meets, 8% Masters

6th Grade Math STAAR 2021-56% Approaches, 32% Meets, 8% Masters

6th Grade Reading STAAR 2021-56% Approaches, 18% Meets, 2% Masters

Student Learning Strengths

Based on ISIP and Istation Math, the percentage of students on-grade level increased for all grade-levels in the 2020-21 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): % of students passing STAAR and on-grade level is low. **Root Cause:** Disruptions due to COVID-19 and weather, primary math resources lack rigor, lack of phonics curriculum, and lack of focus on data practices in the 2020-21 school year.

School Processes & Programs

School Processes & Programs Summary

We align our actions to the district mission, vision, and expectations. As a new campus, we are working to build our systems. This school year we primarily focused on our instructional processes: unit/lesson planning, PLCs, data analysis, observation and feedback cycles.

School Processes & Programs Strengths

Our teachers receive weekly observations and face to face feedback sessions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff reported a need to strengthen school-wide behavior systems and supports. **Root Cause:** New school, COVID

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 Mesquite 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 Mesquite families. These actions helped to foster positive rapport and trust with families.

Perceptions Strengths

EOY Staff Survey

88% staff are satisfied in their job.

85% staff feel a sense of belonging.

82% staff are proud to work at TBP

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Enrollment is lower than anticipated. **Root Cause:** TBP is new to the community, and we are getting the word out about our school.

Priority Problem Statements

Problem Statement 2: Attendance has been at 95% or lower all school year.

Root Cause 2: COVID-19 and the number of students having to quarantine without access at home to systems that enable virtual learning to occur.

Problem Statement 2 Areas: Demographics

Problem Statement 1: % of students passing STAAR and on-grade level is low.

Root Cause 1: Disruptions due to COVID-19 and weather, primary math resources lack rigor, lack of phonics curriculum, and lack of focus on data practices in the 2020-21 school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Staff reported a need to strengthen school-wide behavior systems and supports.

Root Cause 3: New school, COVID

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Enrollment is lower than anticipated.

Root Cause 4: TBP is new to the community, and we are getting the word out about our school.

Problem Statement 4 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
- HB3 CCMR goals
- 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

- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Implement High Quality Instruction that results in the improvement of academic delivery

Performance Objective 1: STAAR 3rd grade math scores will move from 42% meets and 24% masters in 2021 to 60% meets and 28% masters in 2022.
STAAR 4th grade math scores will move from 17% meets and 10% masters in 2021 to % 45meets and 20% masters in 2022.
STAAR 6th grade math scores will move from 48% meets and 21% masters in 2021 to 60% meets and 25% masters in 2022.
STAAR 7th grade math scores will move from 37% meets and 18% masters in 2021 to 50% meets and 20% masters in 2022.

    Evaluation Data Sources: STAAR
Interim Assessments and CBAs for progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly High Impact Observation Walks with targeted teacher feedback	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger classroom instructional practices	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, IC **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Conduct Deep Dive PLCs every 6 weeks to breakdown upcoming unit standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective grade-level instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Vice Principal, IC, **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 3 Details		Reviews			
Strategy 3: Train all math teachers on problem solving model.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math scores		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, IC, VP					
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum					

Strategy 4 Details		Reviews			
Strategy 4: Conduct weekly PLCs tied to effective math instruction		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased math student achievement scores		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, IC					
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					

Strategy 5 Details		Reviews			
Strategy 5: Utilize TNTP's Assignment Review Protocol		**Formative**			**Summative**
Strategy's Expected Result/Impact: Rigorous and aligned grade-level assignments focused on problem-solving		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, APs, ICs					
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Implement High Quality Instruction that results in the improvement of academic delivery

Performance Objective 2: STAAR 3rd grade reading scores will move from 52% meets and 28% masters in 2021 to 60% meets and 28% masters in 2022.
STAAR 4th grade reading scores will move from 45% meets and 19% masters in 2021 to 55% meets and 22% masters in 2022.
STAAR 6th grade reading scores will move from 18% meets and 2% masters in 2021 to 28% meets and 12% masters in 2022.
STAAR 7th grade reading scores will move from 46% meets and 27% masters in 2021 to 50% meets and 27% masters in 2022.

Evaluation Data Sources: STAAR
Interim Assessment Data, CBAs, and screeners for progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly High Impact Observation Walks with targeted teacher feedback	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger classroom instructional practices	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, IC **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly curriculum based professional learning (CBPLs) to breakdown upcoming unit standards and internalize high impact lessons	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective grade-level instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Vice Principal, IC, Math specialist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Action Data Protocol in order to ensure aligned grade-level assignments are being given in the classroom.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Rigorous and aligned grade-level assignments focused on problem-solving **Staff Responsible for Monitoring:** Principals, APs, ICs, math specialist **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Implement High Quality Instruction that results in the improvement of academic delivery

Performance Objective 3: 65% of all students will be at or above grade level by EOY

    Evaluation Data Sources: NWEA MAP
CLI
District Screeners/Assessments

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly High Impact Observation Walks with targeted teacher feedback (feedback protocol)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger classroom instructional practices	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, IC **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly curriculum based professional learning (CBPLs) to breakdown upcoming unit standards and internalize high impact lessons	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective grade-level instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Vice Principal, IC, **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Action Data Protocol in order to ensure aligned grade-level assignments are being given in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Rigorous and aligned grade-level assignments focused on problem-solving **Staff Responsible for Monitoring:** Principals, APs, ICs **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Develop strong systems to improve campus climate and culture

Performance Objective 1: Reduce student referrals by 20%.

    Evaluation Data Sources: Skyward

Strategy 1 Details			Reviews			
Strategy 1: Implement the Mesquite Campus House system for all students.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in referrals **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture			**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: Develop and implement a school-wide positive discipline system.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in referrals **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 2: Develop strong systems to improve campus climate and culture

Performance Objective 2: Increase student attendance to 95% for the 2022-23 school year, and reduce tardies by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Develop an attendance committee	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student attendance. **Staff Responsible for Monitoring:** Principal, VP, Teachers **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Create school-wide attendance incentives	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Attendance Committee **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Develop strong systems to improve campus climate and culture

Performance Objective 3: 80% of

    Evaluation Data Sources: climate survey

Strategy 1 Details			Reviews			
Strategy 1: Conduct weekly culture walks using the Mesquite Climate and Culture Rubric.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff proficiency on the rubric.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture						
	0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: Develop strong systems to improve campus climate and culture

Performance Objective 4: Provide opportunities for parent engagement in their child's academic success

Strategy 1 Details	Reviews			
Strategy 1: Conduct 2 family nights and to student -led parent conferences throughout the year in order to give parents the opportunity to engage with the school	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents are engaged in the school community **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student Support Aide - Title I - $20,215				
0% No Progress　　100% Accomplished　　➡ Continue/Modify　　❌ Discontinue				

Goal 3: Implement Data Driven Instruction practices to improve student achievement data

Performance Objective 1: TAAR 3rd grade math scores will move from 42% meets and 24% masters in 2021 to 60% meets and 28% masters in 2022.
STAAR 4th grade math scores will move from 17% meets and 10% masters in 2021 to % 45meets and 20% masters in 2022.
STAAR 6th grade math scores will move from 48% meets and 21% masters in 2021 to 60% meets and 25% masters in 2022.
STAAR 7th grade math scores will move from 37% meets and 18% masters in 2021 to 50% meets and 20% masters in 2022.

    Evaluation Data Sources: STAAR
Interim Assessments and CBAs for progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly math quick check PLCs to assess progress towards goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

        0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: Implement Data Driven Instruction practices to improve student achievement data

Performance Objective 2: STAAR 3rd grade reading scores will move from 52% meets and 28% masters in 2021 to 60% meets and 28% masters in 2022.
STAAR 4th grade reading scores will move from 45% meets and 19% masters in 2021 to 55% meets and 22% masters in 2022.
STAAR 6th grade reading scores will move from 18% meets and 2% masters in 2021 to 28% meets and 12% masters in 2022.
STAAR 7th grade reading scores will move from 46% meets and 27% masters in 2021 to 50% meets and 27% masters in 2022.

Evaluation Data Sources: STAAR
Interim Assessment Data, CBAs, and screeners for progress monitoring

Strategy 1 Details			Reviews	
Strategy 1: Analyze student writing and literature responses in a weekly PLC.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Implement Data Driven Instruction practices to improve student achievement data

Performance Objective 3: 65% of all students will be on grade-level by EOY.

    Evaluation Data Sources: NWEA MAP
CLI
District Screeners/Assessments

Strategy 1 Details	Reviews			
Strategy 1: Administer and analyze MAP and MCLASS BOY, MOY and EOY.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: IC, Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** RtI Specialist - Title I - $41,796				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Title I Personnel

Name	Position	Program	FTE
Catherine Ticzon	RtI Specialist	RtI Support	1 FTE at $41,796
Lesley Adame Olguin	Student Support Aide	Student Support	1 FTE at $20,215

Campus Planning Advisory Committee

Committee Role	Name	Position
Administrator	Isiah Manalo	Vice Principal
Parent	Brenda Castro	Parent
Classroom Teacher	Kaylon Krukiel	Early childhood Teacher
Paraprofessional	Nancy Ortega	Instructional Aide
Classroom Teacher	Melissa Aguilar	Elementary Teacher
Non-classroom Professional	Lauren Kilgore	Counselor
Non-classroom Professional	Guadalupe Ortiz	Art Teacher
Classroom Teacher	Albert Chu	PK Teacher
Non-classroom Professional	Catherine Tran Dowhin	Librarian
District-level Professional	Katelyn Bowman	Instructional Coach
Community Representative	Vacant Vacant	Vacant
Non-classroom Professional	Nangmoon Moua	Special Education Representative
Business Representative	Vacant Vacant	Vacant
Administrator	Kyla Jaramillo	Principal
Parent	Stacee Paugh	Parent
Parent	Deniss Rios	Parent

Campus Funding Summary

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Student Support Aide		$20,215.00
3	3	1	RtI Specialist		$41,796.00
				Sub-Total	$62,011.00