

Trinity Basin Preparatory

Pafford Campus

2022-2023 Campus Improvement Plan



Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - School Processes & Programs 3
 - Perceptions 4
- Priority Problem Statements 5
- Comprehensive Needs Assessment Data Documentation 6
- Goals 7
 - Goal 1: Systematize and engage institution-wide with culture, communication, and access. 8
 - Goal 2: Recruit, Retain, and Train Highly Effective Teachers and Staff 11
 - Goal 3: Sustainability of High Quality Curriculum and Strong Instruction through training, inspecting, coaching and knowledge of implementation and impact. 14
 - Goal 4: Use assessment data to differentiate student learning opportunities for personalized learning. 17

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 effectively.

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.

School Processes & Programs Strengths

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

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 consistent coaching feedback cycles with teachers. Change of leadership mid-year.

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

At the beginning of the 2021-2022 school year, new campus leadership noticed that students struggle with compliance with behavior expectations and compliance with Student Code of Conduct.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low expectations for behavior and compliance with Student Code of Conduct. **Root Cause:** Due to COVID 19 and change of leadership mid-year, there was inconsistent enforcement of Student Code of Conduct expectations.

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 effectively.

Problem Statement 2 Areas: Demographics

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

Root Cause 1: Disruption due to COVID 19 and weather, primary math resources lack rigor, lack of phonics curriculum, and lack of focus on data practices in the 2020-2021 school year

Problem Statement 1 Areas: Student Learning

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

Root Cause 3: Lack of consistent coaching feedback cycles with teachers. Change of leadership mid-year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Low expectations for behavior and compliance with Student Code of Conduct.

Root Cause 4: Due to COVID 19 and change of leadership mid-year, there was inconsistent enforcement of Student Code of Conduct expectations.

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
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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

Goals





Goal 1: Systematize and engage institution-wide with culture, communication, and access.

Performance Objective 1: Implement with 100% fidelity TBP's core values with staff and students through the use of houses, targeted culture building activities, TBP systems and procedures such as dress code and discipline.

High Priority

Evaluation Data Sources: Survey's, attendance, discipline referrals,

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Calendar out meetings and coaching sessions with campus leaders and teachers. Strategy's Expected Result/Impact: Increase the level of accountability and communication among all staff Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | X | X | X | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide students and staff learning opportunities about TBP's core values Strategy's Expected Result/Impact: increase student and staff motivation levels Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | ✘ | ✘ | ✘ | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Systematize and engage institution-wide with culture, communication, and access.





Performance Objective 2: The counselors will implement a Education Open Doors and Rhithim that will address students SEL as well as their College and Career Readiness.

High Priority

HB3 Goal

Evaluation Data Sources: Discipline referrals, attendance data, parent communication, truancy tribunals

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Counselors will work with students and teachers on Conscious Discipline and Social and Emotional strategies.</p> <p>Strategy's Expected Result/Impact: To improve student behavior and build capacity in teachers for the classroom.</p> <p>Staff Responsible for Monitoring: counselors, admin team</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |





| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Counselors will host parent education meetings on conscious discipline and TBP core values.</p> <p>Strategy's Expected Result/Impact: Improve family and school relationships</p> <p>Staff Responsible for Monitoring: counselors principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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> | | | | |

Goal 2: Recruit, Retain, and Train Highly Effective Teachers and Staff

Performance Objective 1: Use district survey's as well as TNTP coaching cycle to continue to gauge and evaluate staff attitudes and staff culture through out the school year.

High Priority

Evaluation Data Sources: BOY, MOY, and EOY High Impact rubric data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Ensuring the admin and leadership team are consistent in decision making, culture goals, behavior, and overall vision for the campus.</p> <p>Strategy's Expected Result/Impact: Build trust and support among staff.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement with 95% fidelity TNTP's complete coaching cycle: principal's and ap's will work with their T-TESS teachers and provide weekly feedback to all content teachers.</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> | | | | |


Goal 2: Recruit, Retain, and Train Highly Effective Teachers and Staff

Performance Objective 2: Develop and implement programs that build capacity, create meaningful/positive community, and positive relationships among staff.


High Priority

Evaluation Data Sources: Weekly new teacher plc's
Professional development
Plus/ Delta charts

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Ensuring PLC and PD are aligned with the overall vision of the school and the direction academics is moving. Making sure that all training for staff is relevant and moves us closer to the overall academic goal.</p> <p>Strategy's Expected Result/Impact: Staff will find value in training and this will affect their teaching in the classroom and their overall school culture.</p> <p>Staff Responsible for Monitoring: Admin team, survey data</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Recruit, Retain, and Train Highly Effective Teachers and Staff

Performance Objective 3: Use CBPL's to help support and prepare teachers for their classes while implementing with fidelity HQIM.

Evaluation Data Sources: Surveys, TBA data, walkthroughs, High Impact Rubrics





Goal 3: Sustainability of High Quality Curriculum and Strong Instruction through training, inspecting, coaching and knowledge of implementation and impact.

Performance Objective 1: Teachers will set student learning objective goals to improve student achievement in the areas of math and reading, specifically in grades 3 through 5 as evidenced by the meets standard on the STAAR test.

High Priority

Evaluation Data Sources: MAP MOY and EOY growth data
STAAR data in May

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Calendar our specific data meetings to target student growth in grades 3-5 and adjust accelerated instruction block to meet the needs of the students.</p> <p>Strategy's Expected Result/Impact: close student achievement gaps</p> <p>Staff Responsible for Monitoring: teachers, admin team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide all staff training on how to write student learning objectives that build student's foundational skills</p> <p>Strategy's Expected Result/Impact: close student achievement gaps</p> <p>Staff Responsible for Monitoring: teachers admin team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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> | | | | |

Goal 3: Sustainability of High Quality Curriculum and Strong Instruction through training, inspecting, coaching and knowledge of implementation and impact.

Performance Objective 2: Close the gap between SPED students compared to general education by 10%.

High Priority

HB3 Goal





Evaluation Data Sources: MAP data

Quick checks

Benchmarks

CBA scores

STAAR test

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Data checks with general education and special education teachers to monitor student progress and develop action plans for those not making adequate growth.</p> <p>Strategy's Expected Result/Impact: Decrease the gaps that exist between the 2 populations of students.</p> <p>Staff Responsible for Monitoring: Gen ed and SPED Teachers, Assistant Principal, and Principal</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Collaborate planning between Gen Ed and SPED teachers to "bridge" content and expectations for students. The teachers will plan how to best close the gaps between the students.</p> <p>Strategy's Expected Result/Impact: decrease the gaps that currently exist</p> <p>Staff Responsible for Monitoring: Gen Ed and SPED teachers. Assistant Principal Principal Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</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> | | | | |

Goal 4: Use assessment data to differentiate student learning opportunities for personalized learning.

Performance Objective 1: Math, reading, science, and social studies teachers will use small group , differentiated instruction daily during accelerated instruction block based upon student data such as MAP, CBA, STAAR, TELPAS, and formative assessments.

High Priority

Evaluation Data Sources: MAP data





TBA data

STAAR data

TELPAS data

formative assessments

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will be trained on how to use MAP data during PLC's and PD days. Strategy's Expected Result/Impact: increased awareness around at risk students Staff Responsible for Monitoring: teachers, admin staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Teachers, instructional assistants, instructional coaches, and the admin team will use data from STAAR and MAP to determine student groupings for accelerated instruction and tutoring.</p> <p>Strategy's Expected Result/Impact: provide targeted instruction to improve student achievement</p> <p>Staff Responsible for Monitoring: teachers, IC's, and admin team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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> | | | | |

Goal 4: Use assessment data to differentiate student learning opportunities for personalized learning.

Performance Objective 2: Accelerated Instruction for Primary grade students

High Priority

HB3 Goal

Evaluation Data Sources: MAP, formative assessments, Amplify, Eureka, and Carnegie data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Support primary grade teachers with additional support staff to address students reading below grade level. Strategy's Expected Result/Impact: close the literacy gap created by Covid Staff Responsible for Monitoring: expansion support teachers, gen ed teachers, RTI teachers, admin team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide staff with continued planning, support, and data meetings that are effectively assessing our students needs. Strategy's Expected Result/Impact: Always know where your students are and what you need to do to move</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |

them forward

Staff Responsible for Monitoring: teachers, specialist teachers, IC's, and admin team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools


- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

 No Progress

 Accomplished

 Continue/Modify

 Discontinue