

**Trinity Basin Preparatory  
District Improvement Plan**

**2022-2023**

**Accountability Rating: B**



# Mission Statement

The mission of Trinity Basin Preparatory is to inspire every student to do more, expect more, and be more.

## 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.

## Value Statement

To make our mission a reality, every student and employee of Trinity Basin Preparatory is expected to exemplify the following core values of a TITAN:

1. Truthful: We seek and speak the truth. We operate with integrity and honesty.
2. Innovative: We are creative and use resourcefulness in solving problems.
3. Tenacious: We are unshakable, determined, and we possess true grit.
4. Accountable: We are transparent in our actions and are accountable to each other.
5. Nurturing: We build relationships and deeply care about all members of the TBP family.

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# Comprehensive Needs Assessment

Revised/Approved: October 5, 2022

## 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.

Ethnic distribution:

African American - 5.5%

Hispanic - 92%

White - .7%

Asian - 1.3%

Economically Disadvantaged: 89%

English Learners: 60.9%

At-Risk 76.5%

Special Education: 13.2%

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance for TBP has remained at 95% for the last three years and despite intentional efforts did not show significant growth in 2021-2022

**Root Cause:** COVID19, lack of parent and/or student sense of urgency to attend school everyday

# Student Learning

## Student Learning Summary

### TRINITY BASIN PREPARATORY

2021-22 Total Student Enrollment: 4,211 Schools: 3

- PROFILE
- PERFORMANCE ▾
- FINANCE
- SCHOOLS

#### Overall Rating



85 out of 100


This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

- TELL ME MORE
- ADDITIONAL DETAILS

**Address:**  
2730 N Hwy 360  
Grand Prairie, TX 75050

**Phone:**  
(214) 946-9100

**Superintendent Name:**  
Mr Randal C Shaffer

 DISTRICT WEBSITE

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**TRINITY BASIN PREPARATORY (057813) - DALLAS COUNTY**







#### Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B

<b>Overall</b>		<b>89</b>	<b>B</b>
<b>Student Achievement</b>		<b>71</b>	<b>C</b>
STAAR Performance	41	71	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>89</b>	<b>B</b>
Academic Growth	75	89	B
Relative Performance (Eco Dis: 91.1%)	41	84	B
<b>Closing the Gaps</b>	<b>50</b>	<b>76</b>	<b>C</b>

### Distinction Designations

### Student Learning Strengths

 <h4>Student Achievement</h4>  <p>71 out of 100</p> <p>Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.</p> <p><a href="#">ADDITIONAL DETAILS</a></p>	 <h4>School Progress</h4>  <p>89 out of 100</p> <p>School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.</p> <p><a href="#">ADDITIONAL DETAILS</a></p>	 <h4>Closing the Gaps</h4>  <p>76 out of 100</p> <p>Closing the Gaps tells us how well a district is ensuring that all student groups are successful.</p> <p><a href="#">ADDITIONAL DETAILS</a></p>
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### School Progress Performance Summary

#### Academic Growth



#### Relative Performance





89 out of 100

Academic growth shows the amount of growth students make from year to year.

[TELL ME MORE](#)



84 out of 100

Relative Performance measures how a school's performance compares to other schools with similar economically disadvantaged populations.

[TELL ME MORE](#)

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** While student performance increased, academic gaps still remain in several content areas compared to pre-COVID scores, especially in math.

**Root Cause:** COVID 19 Disruption, lower attendance rates, and a higher number of new teaching staff at STAAR tested grade levels.



# District Processes & Programs

## District Processes & Programs Summary

All campuses provide a clear vision aligned with district expectations and articulated in a campus action plan focused on five key levers: High Quality Curriculum, Strong Instruction, Student Progress, Meeting the Needs of All Learners and Culture&Environment. These five levers have aligned objections and action, and are monitored by administrative staff, Executive Director of Academics, Executive Director of Student Services, and Chief Academic Officer.

To address the high number of unexcused absences, TBP has contracted with a Truency Prevention Mitigation vendor to assist in increasing parent sense of urgency about students attending school every day.

## District Processes & Programs Strengths

Articulated [TBP Education Program Guide](#) - see plan on website

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Fidelity of implementation of HQIM across district to prevent overwhelming teachers, but continue to accelerate learning for all students. **Root Cause:** This year we are moving to full implementation of HQIM across the district and with the large amount of new staff, the development needs more intentionality.

# Perceptions

## Perceptions Summary

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. **Truthful:** We seek and speak the truth. We operate with integrity and honesty.
2. **Innovative:** We are creative and use resourcefulness in solving problems.
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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.

## Perceptions Strengths

All staff report a family atmosphere. Caring community, involved parents and resources and technology provided are a strength.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The significant student learning loss often leave teachers and staff feeling overwhelmed and overworked to close achievement gaps. Parents are disconnected to academic and behavior expectations. **Root Cause:** COVID19, lower attendance rate, parent and student low sense of urgency to attend school

# Priority Problem Statements

**Problem Statement 2:** Attendance for TBP has remained at 95% for the last three years and despite intentional efforts did not show significant growth in 2021-2022

**Root Cause 2:** COVID19, lack of parent and/or student sense of urgency to attend school everyday

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** While student performance increased, academic gaps still remain in several content areas compared to pre-COVID scores, especially in math.

**Root Cause 1:** COVID 19 Disruption, lower attendance rates, and a higher number of new teaching staff at STAAR tested grade levels.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Fidelity of implementation of HQIM across district to prevent overwhelming teachers, but continue to accelerate learning for all students.

**Root Cause 3:** This year we are moving to full implementation of HQIM across the district and with the large amount of new staff, the development needs more intentionality.

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** The significant student learning loss often leave teachers and staff feeling overwhelmed and overworked to close achievement gaps. Parents are disconnected to academic and behavior expectations.

**Root Cause 4:** COVID19, lower attendance rate, parent and student low sense of urgency to attend 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
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Homeless data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data





# Goals

Revised/Approved: October 5, 2022

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

**Performance Objective 1:** Systematize: Institutionalize knowledge through accessible platform for staff to eliminate inefficiencies to decrease opportunity costs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create district wide internal communication system (i.e. district wide slack account &amp; Oak.com account) to store key documents from cross-functional departments for easy user accessibility.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of employees have staff slack account set up and is utilized at least 1x daily. 100% of employees have access to Atlas employee intranet and it is accessed at least 1x daily. In Atlas, users can find what they need (i.e. documents/resources) at least 80% of the time.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets IT Services Manager, IT Application Specialist, Communications Director</p> <p><b>Funding Sources:</b> - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct internal HR audit of current HRIS system (Skyward) to integrate with DecisionEd and Frontline platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of HRIS systems will have been vetted to increase the use and accessibility of clean, accurate, reliable data. Central administrative functions (i.e. Payroll &amp; Finance systems) will be integrated to create greater efficiencies for employee productivity. Duplication of running reports will be decreased. Manual data entry will be decreased due to integration of technology platforms.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets Executive Director, Technology Executive Director, Finance HR Coordinator Executive Director, Student Services</p> <p><b>Funding Sources:</b> - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a pay for performance evaluation system for non-instructional employees to manage performance and aid in compensation decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Eliminate pay inequities and reduce pay compression.            100% of employees will have documented record of their performance and feedback for a fiscal year.            100% of managers will conduct and complete employee evaluation processes.            Increase staff retention and employee productivity as a result of ongoing cycle of constructive feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets            Chief Executive Officer, Chief Academic Officer</p> <p><b>Funding Sources:</b> - State Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Establish and implement a recurring meeting cadence for cross-functional teams across the district.</p> <p><b>Strategy's Expected Result/Impact:</b>            Cross-functional teams will communicate and collaborate on at least a bi-weekly basis.            100% of meetings will have agenda templates to document key topics, issues to address, and create reflections for next year.            The meeting cadence document will be created to then replicate for following years to continue the consistency and routine.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets            Chief Executive Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Design, develop and execute a culture plan that serves the priorities of the district to improve employee engagement and retention.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of culture goals are clearly written and measurable in the format of a culture plan that will be documented and housed in document storage systems.            Core value focus each 6 weeks that campuses and central admin will both integrate into trainings &amp; performance conversations.            Tracking system to conduct equity audit to ensure we are following EEO compliance.            District Training conducted on culture and climate alignment implementation for district initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets            General Counsel</p> <p><b>Funding Sources:</b> - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Systematize and engage institution-wide with culture, communication, and access.

**Performance Objective 2:** Strengthen and align culture and communication between central admin and campuses.

**Evaluation Data Sources:** Survey feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create district wide internal communication system (i.e. district wide slack account &amp; Oak.com account) to store key documents from cross-functional departments for easy user accessibility.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of employees have staff slack account set up and is utilized at least 1x daily. 100% of employees have access to Atlas employee intranet and it is accessed at least 1x daily. In Atlas, users can find what they need (i.e. documents/resources) at least 80% of the time.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets IT Services Manager IT Application Specialist Communications Manager</p> <p><b>Funding Sources:</b> - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop, design, and administer staff engagement survey cadence</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff has opportunity to provide feedback on a quarterly basis. Creation of data dashboard to aggregate and analyze data to identify targeted areas to address or support Gather longitudinal data historically over time to monitor and track trends on employee retention and engagement to then predict/forecast/proactively plan for future months</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets Chief Academic Officer Communications Manager Culture Committee</p> <p><b>Funding Sources:</b> - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Design and execute core value training every 6 week cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of campuses receive and attend training on brand representation (i.e. alignment on mission, vision, core values, district strategic priorities). Principals receive professional development resources at the beginning of every 6 weeks to facilitate training and ongoing support. Conduct ongoing manager trainings to create more effective people managers.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets Chief Academic Officer Campus Principals</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Form a coalition of Central Admin to strategize and execute on District-Wide culture objectives and priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly meeting cadence occurs for central admin cross-functional departments (i.e. HR, Marketing, Communications, Development) to align on priorities and decide ownership of projects Creation of culture calendar to track who is doing what to show employee appreciation Quarterly meetings with Academic Advisory committee to get campus insight and representative feedback</p> <p><b>Staff Responsible for Monitoring:</b> Executive Leadership Team</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2: Recruit, Retain, and Train Highly Effective Teachers and Staff**

**Performance Objective 1:** Recruit and Retain full staff of highly qualified educators with at least 85% headcount filled at any given moment of the year.

**High Priority**

**Evaluation Data Sources:** Recruitment data from HR  
 Staff Surveys  
 Retention rates by campus and district

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide authentic and relevant professional learning opportunities.  <b>Strategy's Expected Result/Impact:</b> Creation and sustainment of collaborative culture focused on continuous learning for student success.  <b>Staff Responsible for Monitoring:</b> Chief Academic Officer                      Executive Director of Academics                      Principals</p> <p><b>Title I:</b>                      2.4, 2.5</p> <p><b>Funding Sources:</b> - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop effective teacher support at all levels: beginner, developing, and advanced  <b>Strategy's Expected Result/Impact:</b> Mentor Programs                      Instructional Coaching                      Game Changer Leadership Academy  <b>Staff Responsible for Monitoring:</b> Chief Academic Officer                      Executive Director of Academics                      Principals</p> <p><b>Funding Sources:</b> - Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Build and utilize system for analyzing data points regarding teacher qualifications and factors that motivate retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Make data informed decisions regarding employee satisfaction and what excites them to stay at TBP.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Information Systems, Data Integration Manager, Chief Academic Officer</p> <p><b>Funding Sources:</b> - State Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Cast a wider net in recruiting and increase diversity of pool for teacher/admin roles to make TBP competitive in the market &amp; labor shortage</p> <p><b>Strategy's Expected Result/Impact:</b> Staff demographic data will indicate at least 40% of teachers self-identify as people of color. At least 50% of applications will self-identify as people of color. Yield ratios will show 40% increase in applications submitted (when looking at applications --&gt; candidate yield ratio).</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets Recruitment Specialist Chief Academic Officer Communications Manager</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Create a robust, transparent, and equitable compensation model/philosophy (including salary %, bands, competitive teacher incentive package) with the Teacher Incentive Allotment.</p> <p><b>Strategy's Expected Result/Impact:</b> Incentives include retention and referral awards. (\$500-\$1000 monetary value). Teacher Incentive Allotment data collection deadlines are met in 2021 for 2022-2023 monetary distribution. Increased transparency of pay visible on career website, job descriptions and interview hiring processes.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets Chief Executive Officer Executive Director, Finance Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2: Recruit, Retain, and Train Highly Effective Teachers and Staff**

**Performance Objective 2:** Provide efficient organizational structures, processes and supports to ensure opportunities for induction and continued professional development.

**High Priority**

**Evaluation Data Sources:** Curriculum audit  
 Instructional - observation, walkthru, TTESS data  
 Assessment - district assessment plan and calendar  
 Professional Development Calendar and Topics

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The mission of Trinity Basin Preparatory is to inspire every student to do more, expect more, and be more.  <b>Strategy's Expected Result/Impact:</b> Targeted, Intentional and Purposeful professional learning goals and plans to increase success of all students and staff.  <b>Staff Responsible for Monitoring:</b> Chief Academic Officer                      Executive Director of Academics                      Principals</p> <p><b>Title I:</b>                      2.5</p> <p><b>Funding Sources:</b> - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish community partnership to offer opportunities to further staff education.  <b>Strategy's Expected Result/Impact:</b> Professional development opportunities available through local colleges/universities.                      Discounted rates on educational degree programs.                      Discounted training fees for local college and university presentations.  <b>Staff Responsible for Monitoring:</b> Director, Human Assets                      Chief Academic Officer                      Executive Director, Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





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

**Performance Objective 3: Develop, maintain, and evaluate policies and practices to ensure campuses have effective and well supported teachers.**

**High Priority**

**Evaluation Data Sources:** Staff Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Yearly Employee Handbook, Campus Procedural Manual and TBP Instructional Plan (TEA Asynchronous Plan) for districts policies and practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear, coherent and transparent expectations, polices, and practices that ensure teachers are supported and student success increases.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Executive Director of Academics Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will participate in professional development of strong instructional practices. (Ex. TCEA Remote Teacher certification)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Teacher skills to effectively teach virtually.</p> <p><b>Staff Responsible for Monitoring:</b> EDA, EDSS, Technology</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - State Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All administrators, instructional coaches, and teachers that work with K-3rd students will attend TEA Reading Academy Training.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher early literacy instructional skills.</p> <p><b>Staff Responsible for Monitoring:</b> EDA, CAO, Instructional Coaches, Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2: Recruit, Retain, and Train Highly Effective Teachers and Staff**

**Performance Objective 4: Provide Supportive Leadership at All Levels**

**Evaluation Data Sources:** Staff evaluations, PD opportunities, Coaching cycles, Survey Feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for ongoing support and coaching of the formal campus leaders and informal and/or aspiring campus leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Managers attend training on a monthly basis Managers cycle of feedback increases for direct report Managers have a role-goal sheet and conduct performance evaluations for self and direct reports</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director, Human Assets</p> <p><b>Funding Sources:</b> - State Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for staff to engage in decision-making committees or employee resource groups.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 85% response on district surveys. Quarterly opportunities to provide input on district decisions (Teacher Academic Advisory Committee, Townhalls, campus meetings). Ongoing opportunities for employee resource group engagement via both in-person and virtual platforms.</p> <p><b>Staff Responsible for Monitoring:</b> Director, Human Assets Chief Academic Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

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

**Performance Objective 1:** All students have the opportunity to learn the critical content of the curriculum

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from baseline of 34% to 60% by June 2024.

Yearly Target Goals

2020 2021 2022 2023 2024

40% 45% 50% 55% 60%

\*\* 25% 30% 40% 45%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Action Plans





CBA's

Benchmarks

Walkthru/Observation



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Guaranteed and Viable Curriculum: All students have equitable access and opportunity to learn the critical content of the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> District Expectations Implemented with Fidelity:            State Standards            TEKS R/S            Curriculum Resources Utilized            District Assessment Plan followed</p> <p>Master Schedule adequate and follow district allotment in instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p> <p>Executive Director of Academics</p> <p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Development and implementation support with:</p> <p>1. TEKS, TEKS R/S, High Five Planning document to bridge the high quality curriculum into the lesson planning and planning of the delivery of the HQC.</p> <p>2. Providing to all students, HQC and strong instruction, High Impact Learning Environments and Experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be provided equitable access to high quality curriculum and grade level appropriate assignments/activities.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, ED Academics and Student Services, Principals</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> High Impact Essential Components: Core Skills and High Impact Lesson Rubric</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and growth in craft with 80% of our teachers by EOY.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, ED of Academics and Student Services, Principals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - State Funding</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:** Sustainability of High Quality Curriculum and Strong Instruction through training, inspecting, coaching and knowledge of implementation and impact.





**Performance Objective 2:** Appropriate school level and classroom level programs and practices are in place to help students meet individual achievement goals through enrichment or intervention.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Special Programs Impact Reports  
 Student and Parent Surveys  
 Istation Reading and Math, Imagine Math 5-8  
 CBAs, Benchmark, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student Services Implementation and Monitoring: Proactive and responsive student support services</p> <p><b>Strategy's Expected Result/Impact:</b> Special program coordinators create and implement an effective program that is measured the increased student success on every day student learning, formative and summative assessments.</p> <p>1. MTA- Dyslexia All Level            2. Leveled Literacy Intervention (LLI) &amp; Read Naturally - Reading Intervention            3. Moby Max - Math RTI Tier III            4. Reading A-Z ELL - English as a Second Language</p> <p><b>Staff Responsible for Monitoring:</b> EDSS            Special Education Coordinator            ESL Coordinator            RTI/504/Dyslexia Coordinator</p> <p><b>Title I:</b>            2.4, 2.5, 2.6            - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title II, - Title III, - SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RTI and ESL Specialists provide small group interventions for students struggling in reading, math, or language acquisition. District EL Specialist provide direct instruction to Newcomers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance in math, reading, and language.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Specialists ESL Specialists District EL Specialist Student Services Coordinators EDSS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title II, - Title III</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 4: Meeting the Academic and Social Emotional Needs of All Learners**

**Performance Objective 1: Ensuring student success and growth in reading, math, science and social studies.**

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Early Childhood Literacy and Math Board Goals

NWEA MAP

Imagine Math





STAAR

TBAs

Mid Module and End of Module Assessments

Interim - Fall and Spring

Grading Period Report Cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High Impact Lesson Baseline and Monitoring Observations</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher effectiveness and student achievement increase.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, EDA, EDSS and Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I, - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4: Meeting the Academic and Social Emotional Needs of All Learners**

**Performance Objective 2:** Create avenues for staff, students and parents to provide feedback and input into the functions, priorities, and activities of the school in the form of leadership teams and qualitative surveys

**High Priority**

**Evaluation Data Sources:** Leadership Team rosters, sign in, and agendas.  
Staff, Student, and Parent Survey, In Person Parent Meetings and Conferences.

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Input and Leadership Teams</b></p> <p><b>Strategy's Expected Result/Impact:</b> Creating and sustaining a growth mindset that is focused on continuous learning and a culture of transparency and consistency by:</p> <ol style="list-style-type: none"> <li>1. Campus Leadership Teams with teachers and parents (older grades can include students)</li> <li>2. Data-gathering techniques are in place to collect information from teachers</li> <li>3. Notes and reports are in place that describe how teacher input was used when making specific decisions</li> <li>4. Electronic tools are utilized to collect and report teacher opinions regarding specific decisions</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Executive Director of Academics Principals</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title I, - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2: Develop and implement a Family Engagement Plan</b></p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of involvement of parents in decision making 2. Increased parent participation in Parent University sessions</p>	Formative			Summative
	Nov	Jan	Mar	June

3. Parent Nights

**Staff Responsible for Monitoring:** Counseling and Family Engagement Coordinator

Parent Liaison


Principal


Counselor


**Title I:**

4.1, 4.2

**Funding Sources:** - Title I

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 4:** Meeting the Academic and Social Emotional Needs of All Learners

**Performance Objective 3:** Integration of the TITAN mindset into all department operations and actions.

**High Priority**

**Evaluation Data Sources:** Surveys, Observations and Site Visits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Empower staff and students as leaders and problem solvers.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the TBP Student and Leader Profiles to develop and empower servant leaders who positively impact that school and community culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - Title I, - State Funding</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 4:** Meeting the Academic and Social Emotional Needs of All Learners

**Performance Objective 4:** Explicit behavioral expectations and management systems for students and staff

**High Priority**

**Evaluation Data Sources:** Surveys: student, parent, staff  
Counselor Program Goals and Impact Reports  
Discipline Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify trends in OSS assigned as a discipline consequence and implement restorative discipline practices and SEL training.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of students receiving OSS.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, APs, EDSS, Counseling and Family Engagement Coordinator</p> <p><b>Title I:</b> 2.6 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I, - State Funding</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:** Meeting the Academic and Social Emotional Needs of All Learners

**Performance Objective 5:** Provide opportunities for teachers and students will engage in social-emotional learning activities that support their mental health and wellness.

**High Priority**

**Evaluation Data Sources:** Surveys: student and staff  
 Counselor SEL/guidance lesson schedule  
 Training artifacts and sign-in sheets  
 Rhitim App for Students and Staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in SEL activities consistently throughout the year. Conscious Discipline Implementation with PK-2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved social emotional well-being of students. Improved student perception of school and increased student confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/ Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title I, - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in SEL training to support SEL implementation in their classrooms and school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of teacher awareness, knowledge, and skills in SEL implementation</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, EDSS</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				





**Goal 5: Increase Community and Family Engagement**

**Performance Objective 1:** The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.

**High Priority**

**Evaluation Data Sources:** Activities/services provided depend on the community..i.e. Dallas, FW or Mesquite Parent University - some parents prefer in-person, versus others via Zoom  
 Start offering college savings account for students (Brandon's idea)  
 Try to offer a balance of FW and Dallas area events. FW sometimes gets left out.  
 Be sure to give the parents enough notice about upcoming events, such as Parent University, etc.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support families with resources and programs</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation in family engagement activities. Increased student achievement and skills. District wide initiatives will include virtual TBP Parent University, engaging with the Concilio to provide virtual learning opportunities, securing food and clothing resources, and partnering with Good360 and Walmart to provide families with essential household good.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Development Officer                      Parent Liaison                      Principal                      Counselor                      Assistant Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 4.1, 4.2</p> <p><b>Funding Sources:</b> - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create, invite and hold school and community activities that invite parents and and community to participate as volunteers and participants.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation in family engagement activities.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison                      Principal                      Assistant Principal                      Counselor</p> <p><b>Title I:</b>                      4.1, 4.2</p> <p><b>Funding Sources:</b> - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement a Family Engagement Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent awareness of commitment to family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, EDSS</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - Title I</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 5:** Increase Community and Family Engagement

**Performance Objective 2:** Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Learning Nights</p> <p><b>Strategy's Expected Result/Impact:</b> Involvement and collaboration between school and parents to inform and educator about their child's performance and provide ways for parents to help support the school and their student in their pursuit for success.</p> <p><b>Staff Responsible for Monitoring:</b> Counseling and Family Engagement Coordinator Parent Liaison Principal Assistant Principal Counselor</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - Title I, - Title III, - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent Volunteer Program</p> <p><b>Strategy's Expected Result/Impact:</b> Create and implement parent volunteer program and increase parent participation at each campus.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Student Recruitment Specialist Principal Assistant Principal Counselor</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Engage Parents Using Social Media</p> <p><b>Strategy's Expected Result/Impact:</b> Social content will give parents access positive happenings throughout the district. Content will boost engagement (parent social involvement), while enhancing TBP's overall brand perception.</p> <p><b>Staff Responsible for Monitoring:</b> Marketing Communications Content Coordinator</p> <p><b>Title I:</b> 4.1</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 5:** Increase Community and Family Engagement

**Performance Objective 3:** Multiple communication strategies with families are integrated into teacher roles and responsibilities.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Newsletter, Remind 101, and Skyward</p> <p><b>Strategy's Expected Result/Impact:</b> Increase exposure and marketing by creating a district community newsletter which highlights extracurricular activities, parent and community member volunteer opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Development Officer Marketing Coordinator Student Recruitment Specialist Parent Liaison Principal Counselor</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Blackboard - Adoption for Multi-lingual Website, Email, Mobile App and SMS Text-based communication between TBP staff and parents/community members.</p> <p><b>Strategy's Expected Result/Impact:</b> Web Community Manager Essential: Customizable multi-user CMS system for TBP website designed for segmentation of responsibilities for web content based on role/organizational structure. Auto-Translation into multiple languages enabled.</p> <p>Ally for Web Community Manager: ADA/Accessibility Compliance management and reporting system.</p> <p>Mass Notifications and 300 SMS+: Provides same functionality as SkyLert, but with SMS Opt-out system and more robust SMS messaging in multiple languages.</p> <p>Teacher communication and Reach: One-way and In-App two-way communication between teacher/campus and parents with live auto-translation.</p> <p>Mobile Communications App: Custom, TBP-branded Apple/Google Store app with in-app auto-translated two-way communication, aggregated stream of all campus related communication via app, Facebook, etc., and ability to have one-tap access to all web-enabled applications used by TBP (e.g., Skyward, My School Bucks, social media channels). Auto-translation of all content based on user language preferences.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Manager</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - State Funding</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 6:** Audit, Analyze and Execute Standards for Operations, Safety, and Food Nutrition.

**Performance Objective 1:** Improve school safety infrastructure and meet all requirements of SB11.

**Evaluation Data Sources:** Mandated safety audits performed by a third party  
 Internal district safety walks & audits  
 Threat Assessment Teams: Certificates, Agendas  
 Security Committee meetings (onsite campus visits with members & agendas)  
 Ongoing dialogue with readiness center regarding the compliance of SB11

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to foster a positive relationship between Trinity Basin Preparatory &amp; the Texas School Safety Center, Readiness Center, Parents/Students/Staff &amp; Community Emergency Responders. Encourage necessary stakeholders to engage in safety-related professional development as well as compliance with the District/Campus Multi-Hazard Emergency Operations Plan. Invite members of the community to the standing safety and security committee meetings to provide insight and feedback into the District's safety and security posture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of potential safety threats and campus deficiencies related to security. This will have a direct impact on teacher, staff, &amp; student satisfaction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Operations, Chief Academic Officer, Chief Operations Officer, &amp; District Safety &amp; Security Manager.</p> <p><b>Funding Sources:</b> - Title IV, - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Using the feedback from the state-mandated &amp; internal safety audits, the Trinity Basin Operations Team will collaborate with the Finance Team on how to best utilize resources for deficiencies found. For example, using the audit results we could enhance campuses lacking proper perimeter fencing or ample security camera coverage which would be considered a capital improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall, directing more resources to enhance security upgrades not only keeps Trinity Basin compliant with SB11 mandates but also reassures stakeholders and the community that we are intentional about making safety a priority.</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Operations, Chief Financial Officer, Chief Operations Officer, &amp; the District Controller.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 6:** Audit, Analyze and Execute Standards for Operations, Safety, and Food Nutrition.

**Performance Objective 2:** Adequate fiscal, operational, and technological resources are appropriate and equitably offered and managed.

**Evaluation Data Sources:** Third-party review of district facilities to ensure equity


Internal onsite visits


Staff, parent, student survey data


ESSER application


Inventory tracking

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue forecasting/planning for large facility &amp; technological capital improvement projects for the following fiscal year. Keep a shared tracking system to ensure large projects are completed with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Using survey data and a third-party review, the TBP Operations team and the TBP Finance team will collaborate on facility/IT upgrade expenditures. Ensuring that resources are allocated fairly, will bring stakeholder satisfaction across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Operations, Chief Academic Officer, Chief Operations Officer, Chief Financial Officer, &amp; Executive Director of Technology.</p> <p><b>Funding Sources:</b> - Title IV, - State Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 6:** Audit, Analyze and Execute Standards for Operations, Safety, and Food Nutrition.

**Performance Objective 3:** Continue to monitor, analyze, & expand Trinity Basin Preparatory self-operating kitchens.

**Evaluation Data Sources:** Feedback from stakeholders, survey data, needs assessment, inventory/purchasing reports, financial reports, & federal/state grant reports for foodservice

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze monthly department financials, stakeholder feedback, &amp; Texas Dept. of Agriculture/United States Dept. of Agriculture guidelines to continue the expansion of a self-operating foodservice model. Currently, this model launched at TBP's Mesquite location (SY 21-22) and has been effective thus far. Our future strategy is to implement this option in the Fort Worth region starting in January 2022. The purpose of this model over vended meals is to improve financial stability, offer fresher options to students, and more flexibility around menu planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher participation rates, financial solvency within the child nutrition dept., ease of operations with menu planning.</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Operations, Executive Team, &amp; Child Nutrition Coordinator.</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue ongoing training with the ESC Region 10 consultant regarding compliance with a self-operating foodservice model.</p> <p><b>Strategy's Expected Result/Impact:</b> Working with our assigned representative from Region 10 regarding a self-operating kitchen has proved invaluable. Our consultant has really helped us properly plan with the ordering of supplies, staffing, and compliance. We plan to continue an open dialogue with this professional throughout this current school year to ensure we remain successful in this initiative.</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Operations, Chief Operating Officer, &amp; Child Nutrition Coordinator.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6:** Audit, Analyze and Execute Standards for Operations, Safety, and Food Nutrition.


**Performance Objective 4:** Implement effective Health and Safety Protocols that result in improved ability to mitigate illness and improve student and staff attendance.


**Evaluation Data Sources:** Student and Staff Attendance Rates  
 Health and Safety Protocols  
 COVID-19 Dashboard and Tracking


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement health and safety protocols that address mitigation of COVID-19 including training of staff and district wide communication of protocols to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and adherence of established health and safety procedures.</p> <p><b>Staff Responsible for Monitoring:</b> District Nurse, Principals, EDSS, Communications, Director of School Operations, Chief Operations Officer</p> <p><b>Funding Sources:</b> - Title I, - State Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct staff and parent surveys to analyze Health and Safety Protocols once a semester and make adjustments as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment to TEA health protocols and meeting staff/parents needs.</p> <p><b>Staff Responsible for Monitoring:</b> Compliance Manager, District Nurse, Communications</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - State Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Procure necessary equipment and training for maintenance and custodial team to mitigate illness &amp; the spread.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing training on the use of equipment related to disinfecting district facilities. Schedules &amp; guidance for campus staff on the proper frequency of cleaning &amp; disinfecting. Providing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

staff with safety measures and supplies to help with disinfecting. Ensuring the contracted night cleaning crew is following their contracted scope of work and using techniques/chemicals to mitigate the spread of COVID 19  
**Staff Responsible for Monitoring:** Director of School Operations & Chief Operations Officer

**Funding Sources:** - State Funding

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 7: Comprehensive Financial Plan**

**Performance Objective 1:** TBP will ensure that the financial plan addresses the needs of our students and staff, while also providing equity among campuses and programs.

**HB3 Goal**

**Evaluation Data Sources:** Fiscal Budget, Financial Audit Report, FIRST Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze revenue and identify all available sources.  <b>Strategy's Expected Result/Impact:</b> This strategy will help maximize revenue.  <b>Staff Responsible for Monitoring:</b> Director of Accounting   <b>Funding Sources:</b> - Title I, - Title II, - Title III, - Title IV, - IDEA B, - SCE, - State Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze expenditures to provide equitable services and resources.  <b>Strategy's Expected Result/Impact:</b> Regular monitoring will keep the district on track with approved master budget.  <b>Staff Responsible for Monitoring:</b> Director of Accounting</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collaborate with departments and campuses.  <b>Strategy's Expected Result/Impact:</b> Collaboration will help support the district needs.  <b>Staff Responsible for Monitoring:</b> Director of Accounting</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Systems, Reporting, and Projections. Finance will continue to collect data and seek systems to assist with better reporting and projections.  <b>Strategy's Expected Result/Impact:</b> Clear reporting to assist executives with decision making.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


**Staff Responsible for Monitoring:** CFO


Director of Accounting

Director of Technology

**Funding Sources:** - State Funding

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# RDA Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
3	2	1	Student Services Implementation and Monitoring: Proactive and responsive student support services
3	2	2	RTI and ESL Specialists provide small group interventions for students struggling in reading, math, or language acquisition. District EL Specialist provide direct instruction to Newcomers.
4	1	1	High Impact Lesson Baseline and Monitoring Observations
4	4	1	Identify trends in OSS assigned as a discipline consequence and implement restorative discipline practices and SEL training.



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Candee Martinez	Principal	10th St. Campus	Yes
Jen Oliver	Executive Director of Student Services	Student Services	Yes
Jennifer Masten	Principal	Pafford Campus	Yes
Jessika Torres	Accounting Manager	Finance and Federal Grants	Yes
Jodi Rebarcheck	Executive Director of Academics	Academics	Yes
Jon Greene	Principal	Jefferson Campus	Yes
Kyla Jaramillo	Principal	Ewing Campus	Yes
Lesley I Austin	Chief Academic Officer	Academics	Yes
Nicole Bradford	Principal	Ledbetter Campus	Yes
Ryan Keser	Principal	Panola Campus	Yes

# Plan Notes

## Early Childhood Literacy Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score Meets grade level or above on STAAR Reading will increase from 34% to 60% by June 21

### Yearly Target Goals

2020	2021	2022	2023
40%	45%	50%	55%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolle
2020	25%	40%	15%	40%	*20%	35%	40%
2021	30%	45%	20%	45%	20%	45%	45%
2022	35%	50%	25%	50%	25%	50%	55%
2023	40%	60%	30%	55%	30%	55%	60%
2024	45%	65%	35%	60%	35%	60%	65%

# District Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Dr. Lesley Austin	Chief Academic Officer
Non-classroom Professional	Jessika Torres	Title 1 Grants and Funding Representative
Administrator	Candee Martinez	Mesquite Campus Principal
Administrator	Jennifer Masten	104 Area Principal
District-level Professional	Jodi Rebarchek	Executive Director of Academics
Parent	Teresa Madrid	Parent Ft. Worth
Special Education	Daniel Hobbs	Special Education Coordinator
RTI/504	Mekasha Brown	RTI/504 Coordinator
District-level Professional	Feyi Obamahenti	ESL Coordinator
Non-classroom Professional	Ashley Johnson	Math Specialist
Classroom Teacher	Winter Quinn	Teacher
Administrator	Danielle Morris	Jefferson Principal
District-level Professional	Brian Francis	Chief of School Operations
Community Representative	JR Huerta	Community Member - Dallas
Administrator	Jose Carrillo	Ewing Principal
District-level Professional	Dr. Jen Oliver	Executive Director of Student Services
Administrator	Aurdrey Mason	Assistant Principal
Administrator	Erika Olivas	Pafford Principal
District-level Professional	Julia Gomez	District Parent Liaison
District-level Professional	Kara VanDine	Compliance Manager
District-level Professional	Cornelius Rogers	Data Driven Coordinator
Administrator	Melissa Peterson-Williams	Assistant Principal
District-level Professional	Kiamesha Hawkins	RLA Coordinator
Administrator	Jon Greene	Ledbetter Assistant Principal
Administrator	Rufus Johnson	Ledbetter Principal
Parent	Edith Leija	Parent
Classroom Teacher	Gary Seay	Jefferson Teacher
Classroom Teacher	Shataira Sutton	Ewing Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Vijoleta Silva	Bolt Teacher
Classroom Teacher	Bobbia Gay	Panola Teacher
Classroom Teacher	Emiley Alvidrez	Pafford Teacher
Classroom Teacher	Vivian Blocker	Ledbetter Teacher
Classroom Teacher	Brooklyn Robinson	10th St. Teacher

# District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	3			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
4	5	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	2	1			\$0.00
6	4	1			\$0.00
7	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
7	1	1			\$0.00
<b>Sub-Total</b>					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	2			\$0.00
5	2	1			\$0.00
7	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$0.00
6	2	1			\$0.00
7	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
7	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	3	2			\$0.00

State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$0.00
2	4	1			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
4	5	1			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
6	4	1			\$0.00
6	4	2			\$0.00
6	4	3			\$0.00
7	1	1			\$0.00
7	1	4			\$0.00
<b>Sub-Total</b>					\$0.00