TRINITY BASIN PREPARATORY

2021-2022 EDUCATION PROGRAM GUIDE

ESSER III: Safe Return to In-person and Instructional Continuity Plan

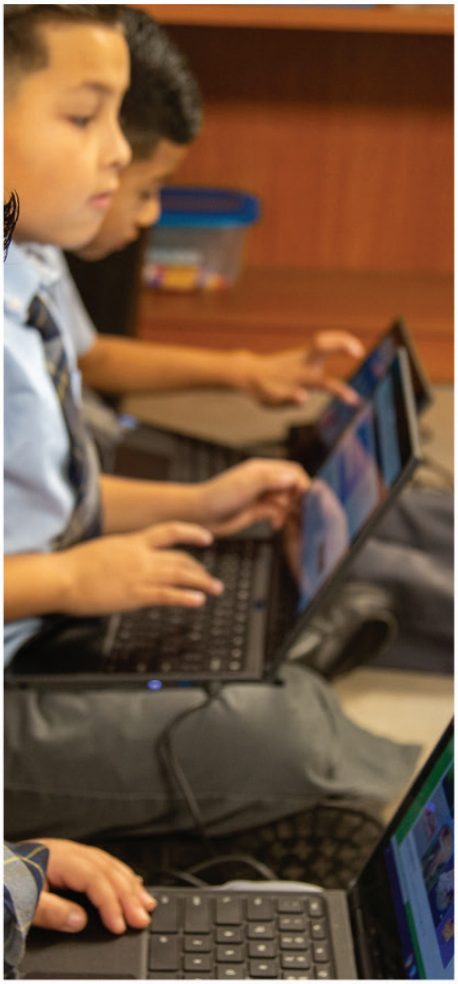


TABLE OF CONTENTS

Pg. 4 MISSION, VISION, AND CORE VALUES

PG. 5 5-YEAR STRATEGIC GOAL AND KEY ENABLERS

PG. 6 2020 ADJUSTMENTS DUE TO COVID 19 DISRUPTION

PG. 7 DATA REFLECTION AND REVIEW

PG. 8 COVID RECOVERY AND LEARNING ACCELERATION TIMELINE

PG. 12 STAKEHOLDER FEEDBACK AND INPUT ON 2021-2022 THREE OBJECTIVES AND 5 LEVERS

PG. 13 ESSER PLAN AND 2021-2022 KEY GOALS FOR COVID RECOVERY AND LEARNING ACCELERATION

Pg. 14 SAFE RETURN TO IN-PERSON

PG. 19 TBP EDUCATION PROGRAM GUIDE** (EPG): DEFINING THE 5 LEVERS:

I. High Quality Curriculum: aligned philosophy, program goals, system/ structure, resources, training, evaluation

II. Strong Instruction: aligned philosophy, program goals, system/ structure, resources, training, evaluation

III. Student Progress: aligned philosophy, program goals, system/ structure, resources, training, evaluation

IV. Meeting the Needs of All Learners: aligned philosophy, program goals, system/structure, resources, training, evaluation

V. Culture and Environment: aligned philosophy, program goals, system/ structure, resources, training, evaluation

APPENDICES

a. FAQ
b. MASTER SCHEDULES
c. COMMUNICATION PLAN
d. PROFESSIONAL LEARNING CALENDER
e. ASSESSMENT CALENDAR
f. TEACHER TEMPLATES
g. ADMINISTRATOR TEMPLATES
h. PARENT EGAGEMENT PLAN

**TBP'S EPG IS THE SECOND PART OF THE SAFE RETURN TO IN-PERSON AND CONTINUITY OF SERVICES PLAN, AS REQUIRED BY ESSER III AND TEXAS EDUCATION AGENCY.

TRINITY BASIN PREPARATORY VISION, MISSION, AND CORE VALUES

Trinity Basin Preparatory is a free public charter school with campuses in Dallas and Fort Worth. Since opening its first campus in 1999, Trinity Basin Preparatory has expanded to provide a safe, disciplined learning environment focusing on literacy and language acquisition skills for thousands of students, ages 3 years through 8th grade.

Mission

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.
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.

Vision

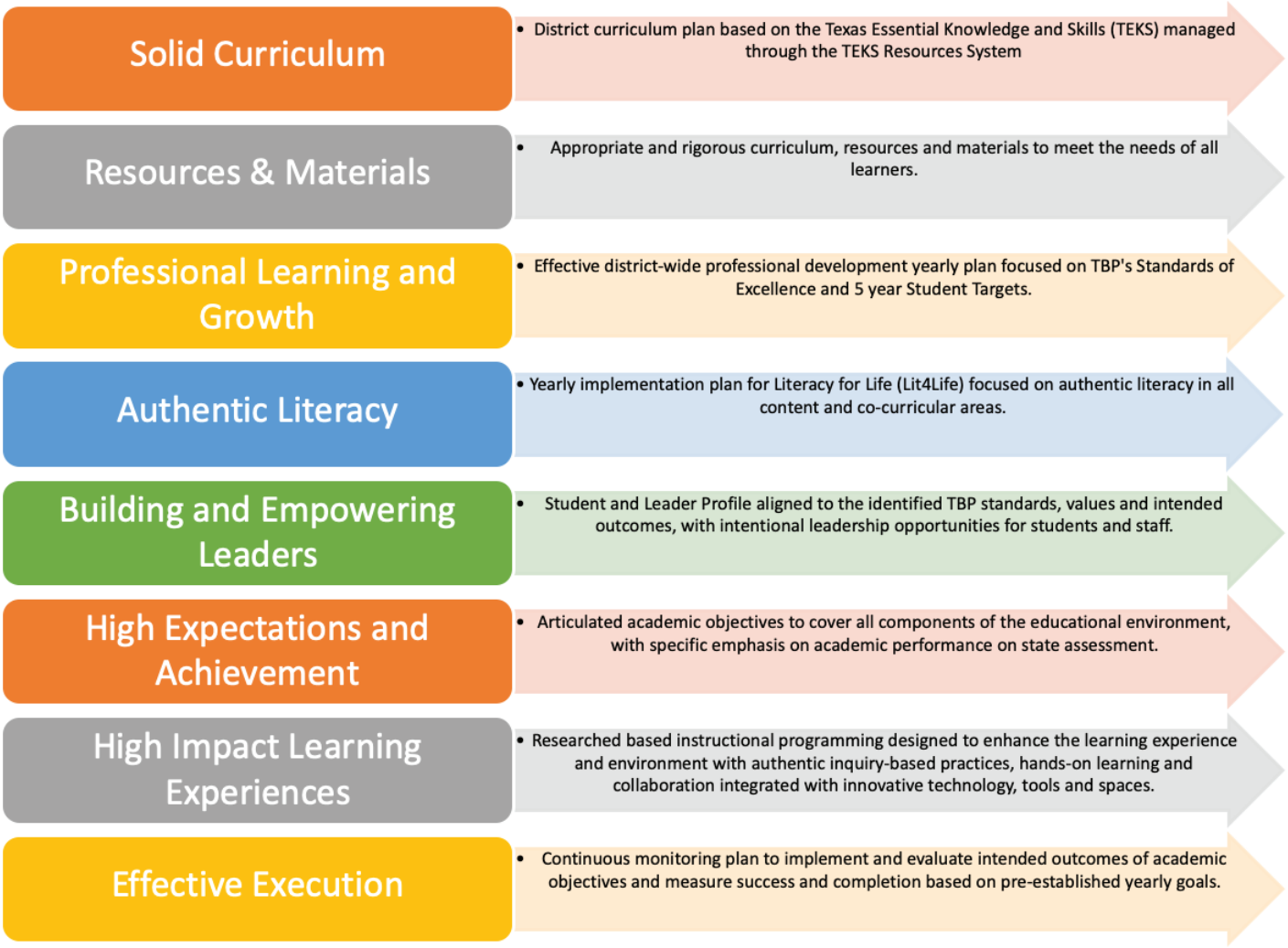
The vision of Trinity Basin Preparatory is to provide meaningful educational choice to families across Texas. We do this by building and maintaining a system of charter schools that are academically successful and financially strong. Trinity Basin Preparatory will be a safe, sustainable, innovative,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

> **Inspiring every student to do more, expect more, and be more.**

5 YEAR STRATEGIC GOAL
(ESTABLISHED IN 2019, TO BE ACCOMPLISHED BY 2024)

TBP's five year strategic goal is to provide a transformational educational program that meets the unique personalized learning needs of every student by leveraging innovation in technology, quality programming, effective standards and systems, as well as successfully defining and refining the role of care, collaboration and mastery based competency to create real-world, future-ready students and leaders. TBP wants to ensure our students have all the skills needed to translate their student learning at TBP into real world, successful options for their future!

Key enablers implemented yearly to reach our five-year strategic goal are the following:



*(See Appendix A: **Academic Success, Sustainability and Growth Strategic Action Plan and Early Childhood Board Goals**)*

2020 ADJUSTMENTS DUE TO WORLDWIDE COVID 19 PANDEMIC AND SUBSEQUENT SCHOOL CLOSURES

In March of 2020, due to the COVID-19 crisis, TBP responded with At-Home Learning (Asynchronous Instruction) for our students for the remainder of the 2019 -2020 school year. Upon returning for the new school year in August 2020, TBP adjusted the 2020-2021 Academic Priorities to Focus of 5 Key Levers to ensuring a resilient school organization for both At-Home (virtual) Learning and In-person (face-to-face) Learning:

TBP 5 LEVERS

1. High Quality Curriculum
2. Strong Instruction
3. Student Progress
4. Meeting the Needs of All Learners
5. Culture and Environment

*(See **Appendix B**)*

TBP began the first three weeks of school in a virtual At-Home Learning environment. After those first three weeks, we gave parents an opportunity to either choose At-Home Learning or In-person Learning. During the first grading period about 60% + remained in the At-Home Learning environment. Over the last four grading periods, we have moved from 60%+ In-person and around 40% or less depending on campus and grade level still in At-Home Learning.

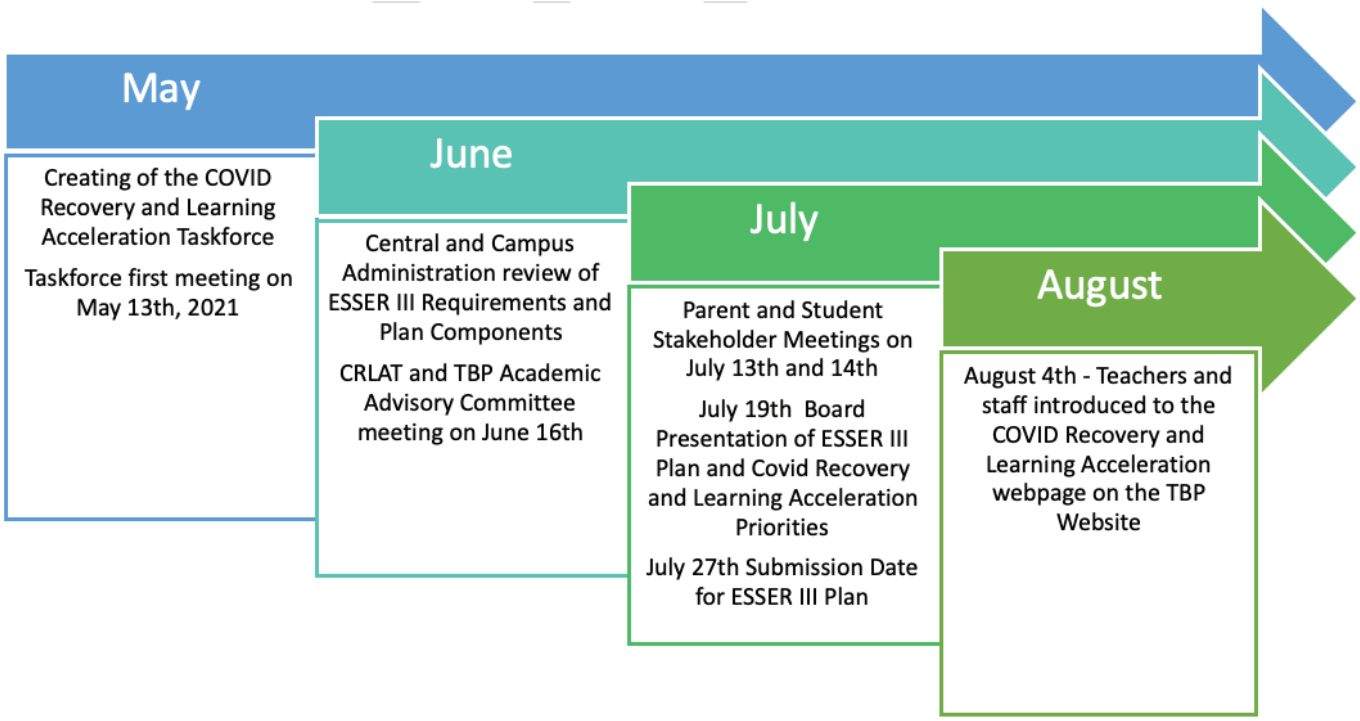
Our district is made every effort to ensure that our students' educational opportunities and exposure to the Texas Essential Knowledge and Skills continued to be rich and robust regardless of their In-person or At-Home choice. However, after considerable review of student progress and success, teacher and administrator feedback, as well as surveying our parents we have decided to ask all TBP students to return to In-Person learning for the 2021 -2022 school year.

TBP is striving to provide ongoing, equitable, high quality access, resources, and academic learning opportunities to all students, and believe we can accomplish this goal at high rates with all students back in our face to face environment. TBP will also be creating a COVID Recovery and Learning Acceleration Plan for our campus and district to positively impact the following essential areas:

1. Improving Student Outcomes for All Student Groups
2. Strategically Address the Well-being and Social Emotional Needs of All Students
3. Increase Parental and Family Engagement to Support the Holistic Development of All Students.

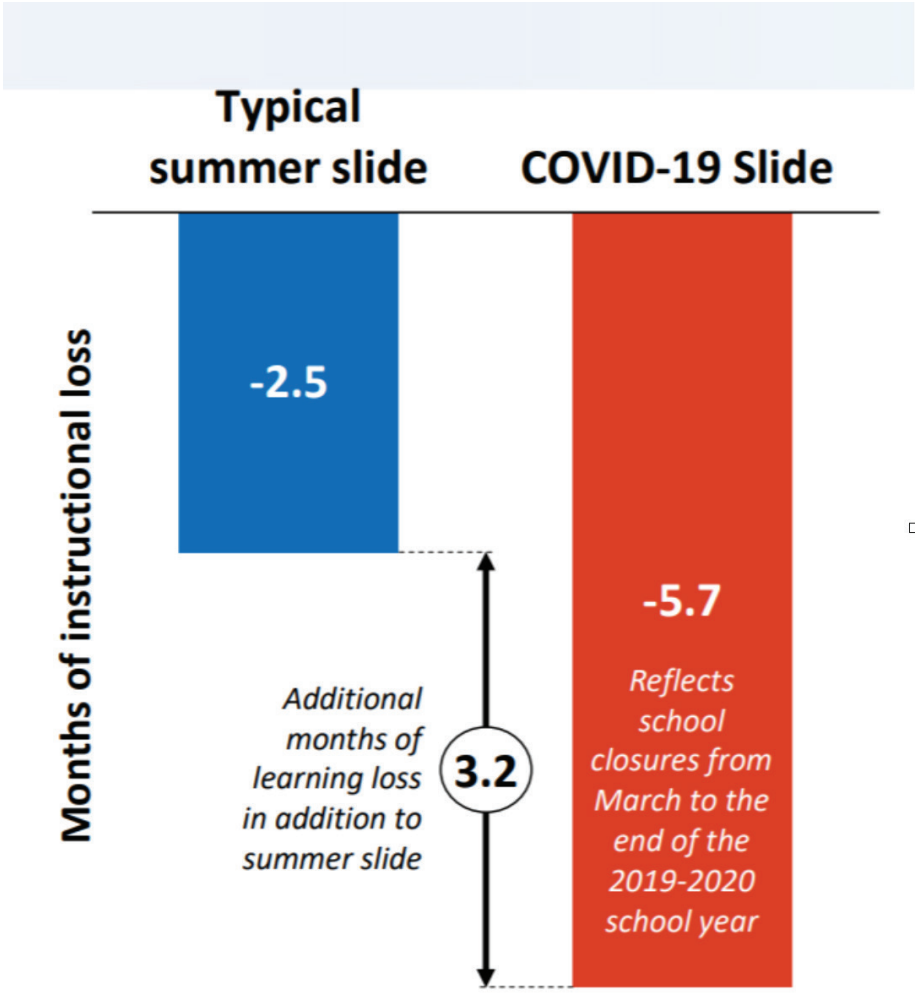
TBP will carry over the 5 Levers created in 2020-2021 to utilize to reach not only the goals of the 5-year strategic goal, but to also navigate the COVID Recovery and Learning Acceleration three essential areas. *(See **Appendix C for 2021-2022 Upgrade 5 Levers**)*

COVID RECOVERY AND LEARNING ACCELERATION PLAN DEVELOPMENT TIMELINE



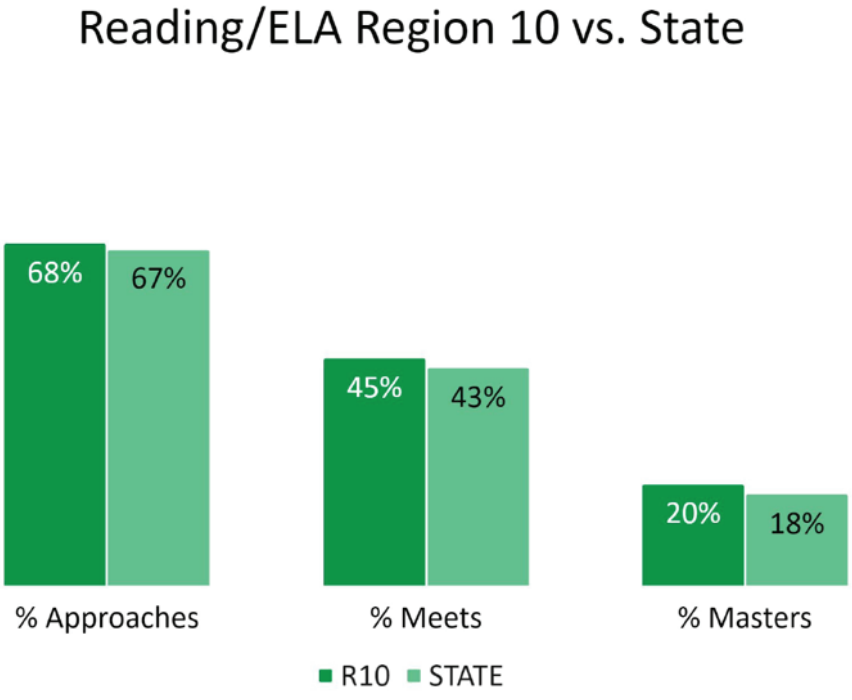
DATA REFLECTION AND SUMMARY OF 2021

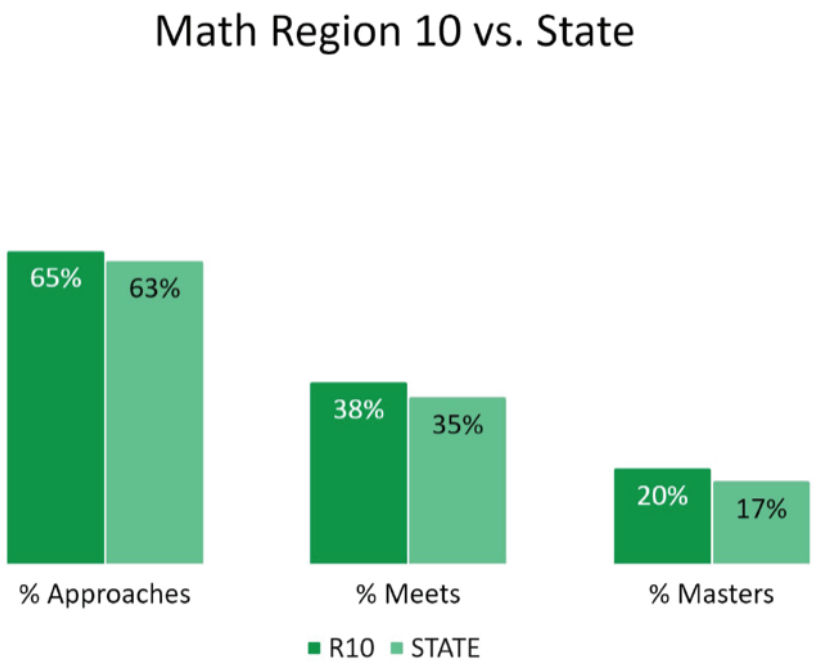
Predictions of COVID19 Slide:

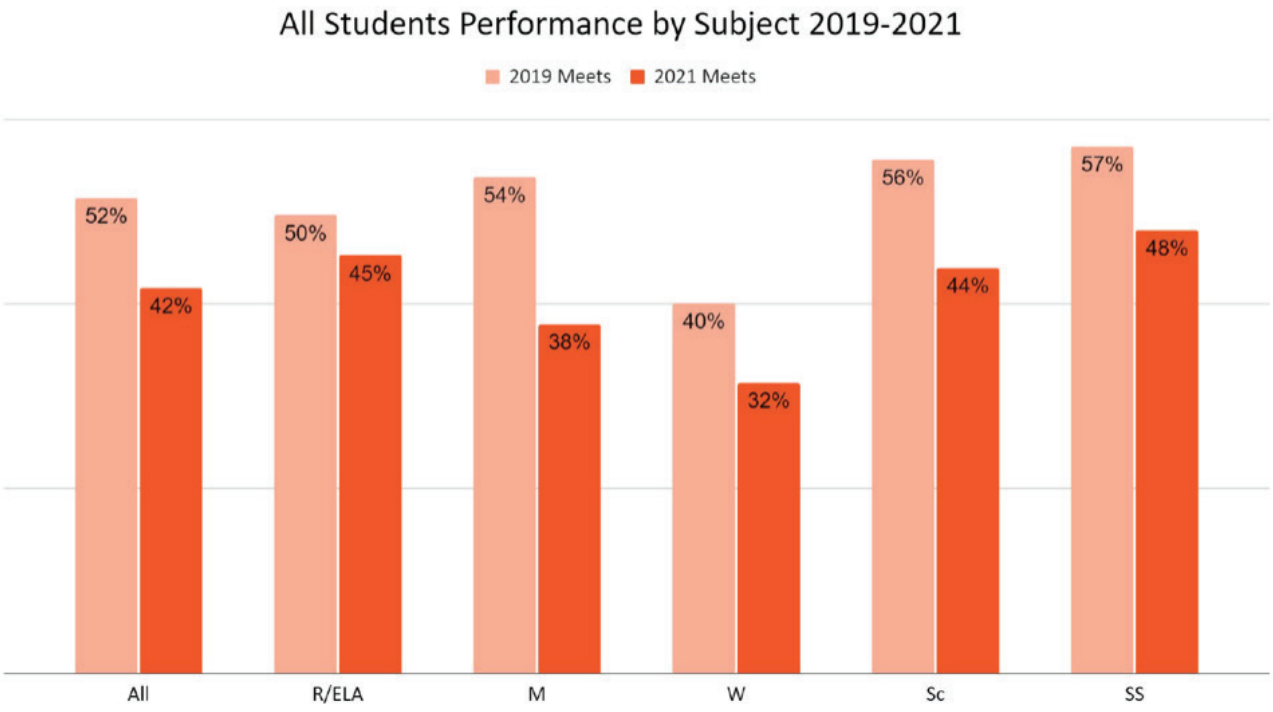


Reviewing the data, learning loss for students is profound, and significant. Below is the summary of Texas, Region 10 and Trinity Basin Preparatory's student performance data.

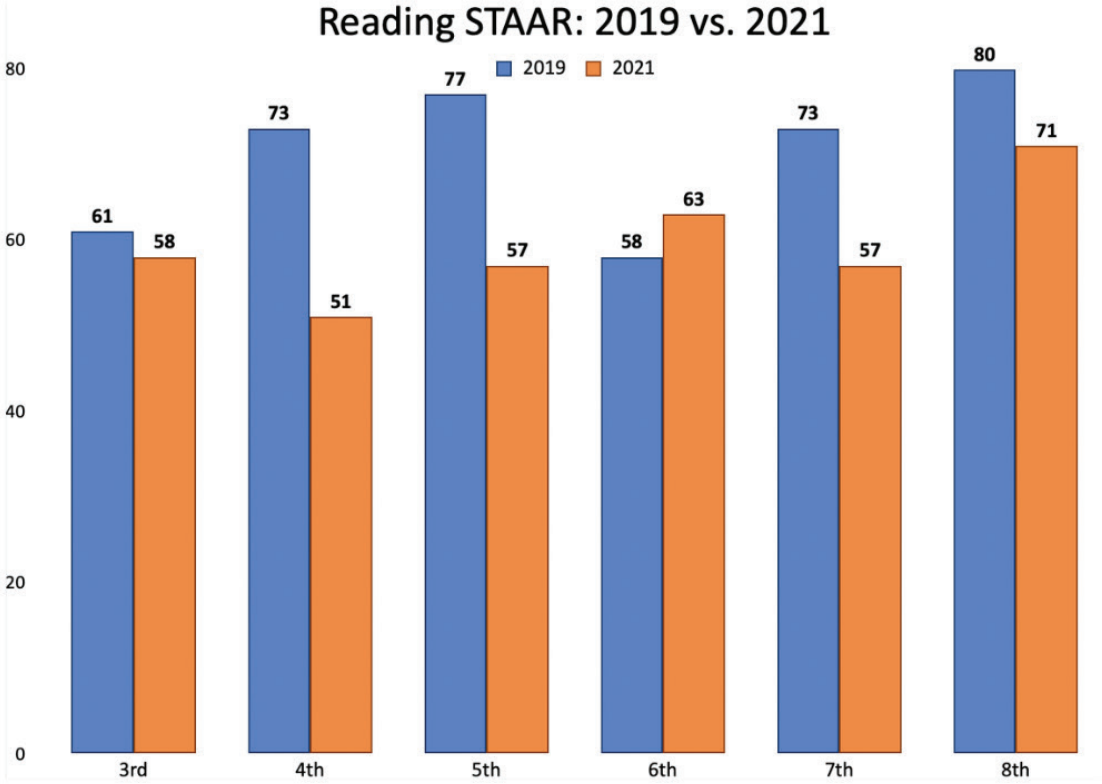
Texas and Region 10 Data:

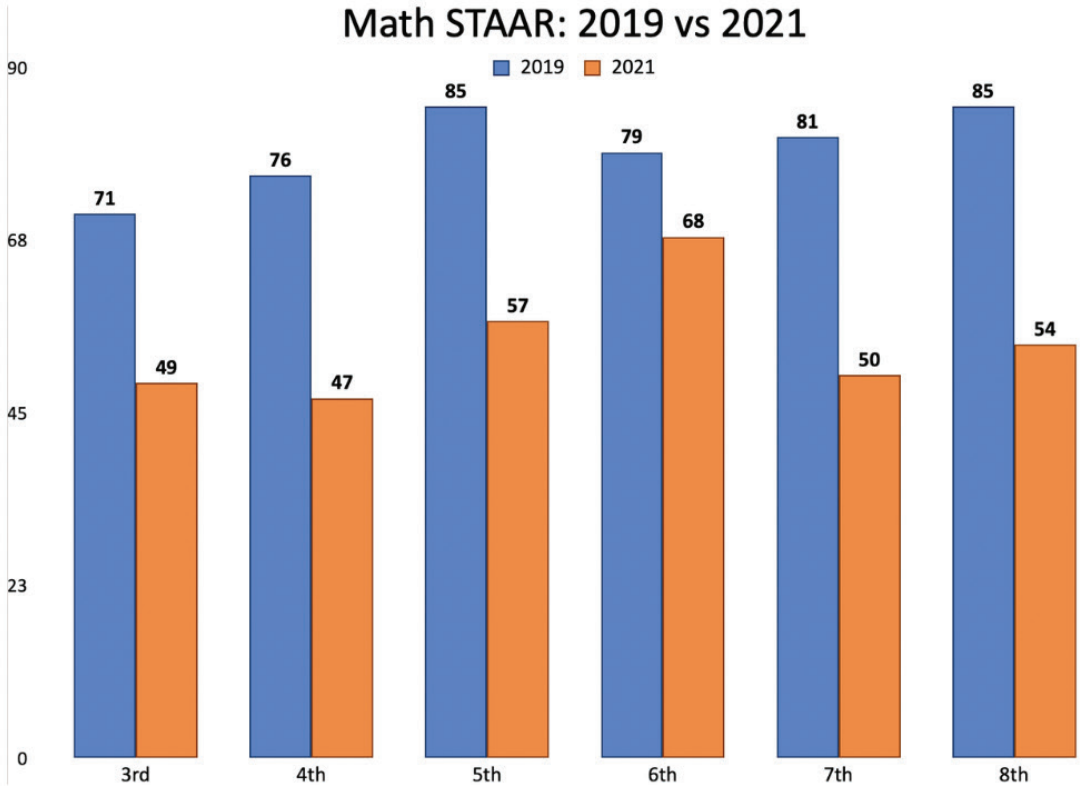



Math Region 10 vs. State
65%
63%
38%
35%
20%
17%
% Approaches
% Meets
% Masters
R10
STATE


All Students Performance by Subject 2019-2021
2019 Meets
2021 Meets
52%
42%
50%
45%
54%
38%
40%
32%
56%
44%
57%
48%
All
R/ELA
M
W
Sc
SS

Trinty Basin Preparatory Data:



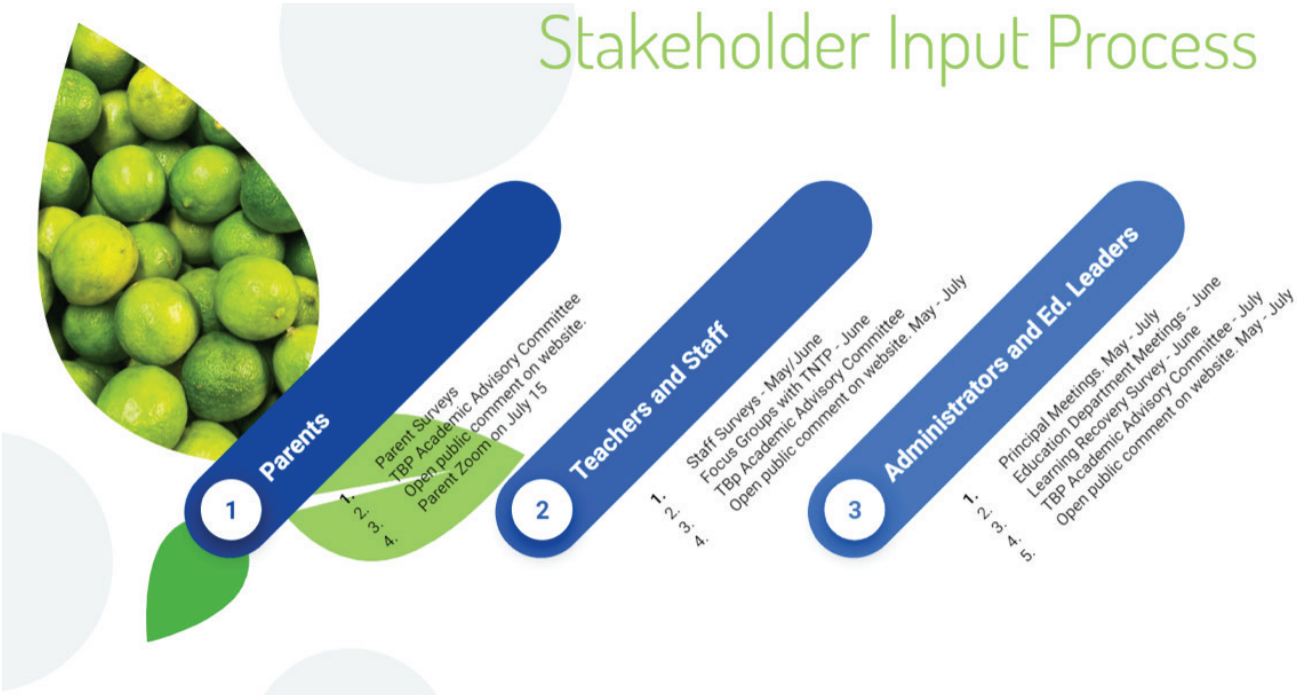


COVID Learning Loss Summarized

TBP Student performance on Reading STAAR (average of all grades) for approaches level was 59.5% 2021 compared to 70.3% in 2019. TBP experienced a 10% decrease in all around reading performance, this decrease in performance was seen across all performance levels: approaches, meets, and masters.

TBP Student performance on Math STAAR (average of all grades) for approaches level was 54.6% in 2021 compared to 79.5% in 2019. TBP experienced a 24% decrease in all around math performance, this decrease in performance was seen across all performance levels: approaches, meets, and masters.

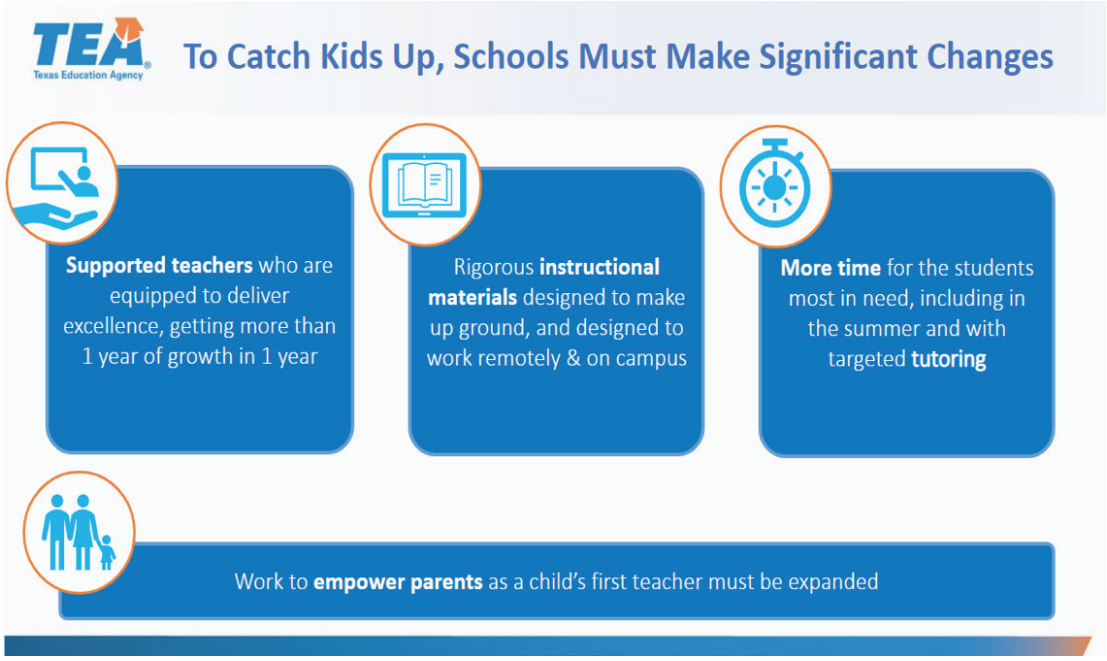
Stakeholder Process and Feedback for District COVID Recovery



Top 3 Identified Priorities

	1	2	3
Parents	Tutoring	Smaller Class Size	High Quality Teachers
Staff	Closing the Gap	Support Services	Lesson Plan
Administrators	Strong Instruction	Special Programs	Expectations/ Alignment

COVID RECOVERY AND LEARNING ACCELERATION PLAN (ESSER III) 3-YEAR IMPLEMENTATION OF FUNDS



To meet the requirements of ESSER III funds, TBP will have three major objectives for 2021-2022 school year to support the learning recovery and acceleration as a result of COVID disruption in the 2020 and 2021 academic years:

1. Improve student outcomes for all student groups by providing:
   a. Rigorous Instructional Materials
      i. Ensure all students have access to high quality instructional materials
   b. Supported Teachers
      i. Define and train on key components of effective instruction.
      ii. Define and train on how to deliver key intervention, individualized supports, differentiation, scaffolding and small group intervention.
      iii. Add Instructional Support Staff –
         1. Data, Recovery and Acceleration Lead Teacher per grade level (may need to define highest need content and grades)
         2. Instructional Aides to reduce class size during small group instruction and intervention time.
   c. More time for our students most in need.
      i. Acceleration Academy – summer school learning
      ii. High Dosage Tutoring – after school
2. Address well-being and social emotional needs of all students and staff through:
   a. Trauma Informed Teaching
   b. Social Emotional Learning Programs
   c. Multi-Tiered Systems of Support
3. Increase Parental and Family Engagement to Support the Holistic Development of All Students through
   a. Wraparound Supports
   b. Parent University

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES (RIPICS)

Effective 9/24/21

These procedures are developed in accordance with TEA, state, and federal guidelines. These procedures remain subject to change based on additional guidance issued by any authority governing Trinity Basin Preparatory. A summary of these procedures will be made available to all TBP employees and families.

Masks

TBP's guidelines regarding masks will comply with applicable government orders. Currently, all staff, students, and visitors are encouraged to wear masks or face shields covering their mouths and noses while on campus, including during arrival and dismissal and while in school hallways.

Staff and students are encouraged to bring their own masks. However, TBP will make disposable masks available to any staff and students who want them.

General Procedures for Staff and Students

- Each campus will have a point person to manage these procedures and all COVID-19 related issues that arise at their respective campus. The point person for each campus is as follows:

Campus	Designated Point Person
Ewing	Katelyn Bowman
10th Street	Jessica Johnson
Jefferson	Melissa Peterson Williams
Ledbetter	Tessie Sanders
Pafford	Aurdrey Mason
Panola	Leia Jobe
Mesquite	Isaiah Manalo
Central Admin	Therese Dean

- All district staff must complete training on COVID-19 infection control measures.
- Students will be instructed in good handwashing techniques and given frequent opportunities to wash and/or sanitize their hands.
- Staff and students will be encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and then hands should be washed/sanitized.
- Staff and students are encouraged to remain as physically distant from other persons as possible when on TBP campuses and in TBP buildings.
- When practicable, classroom and bathroom doors will be propped open to reduce student and staff contact with doors.
- Parents are expected to remain outside during drop-off and pick-up. Parents and visitors will only be allowed in the building if their presence is required.

- Any non-emergency maintenance work will be scheduled during non-school hours.
- Non-essential district staff will be discouraged from visiting campuses during school hours.
- During the school day, campus staff will sanitize frequently touched places and areas, including door handles, common tables/desks, shared supplies, and high touch devices.
- Sanitizing wipes and/or spray will be available for use by staff as needed.
- After each school day, a cleaning crew will perform a deep clean and sanitization of every area of the building that was occupied that day.

Screening

- Staff will be required to self-screen for COVID-19 symptoms before coming onto campus each day.
- Before coming onto campus, parents will be provided with the COVID-19 screening checklist and will be instructed to screen their child every day before sending them to school. If the child or anyone living in the home has tested positive for COVID-19 or experiences any symptom listed on the checklist, the parent will be instructed to contact the campus point person. In addition, when parents are dropping off students at school, staff members are encouraged to ask parents about COVID-19 symptoms when possible.
- Any individual suspected of having COVID-19 is not permitted to be on campus until further guidance is provided by TBP.

Building Preparation

- Posters that promote protective measures will be posted at campus entry points.
- Classrooms will be set up so that student desks (or seats at a table) are placed as far apart as possible.
- Each student/staff entry point into a facility will have a hand sanitizer station. A hand sanitizer station will also be located in each classroom, in each bathroom, in each cafeteria, and at the front reception area.
- All cleaning products will be safely stored and secured.
- The front office will be staffed by a bilingual receptionist who will (1) communicate procedures to parents, employees, students and visitors, (2) ask screening questions as required herein, and (3) document building visitors.

Arrival on Campus

- If practicable, multiple doors may be used promote separation of students entering and exiting the building.
- All employees, parents, and students will wash/sanitize hands upon entry to the building.
- Students who arrive at the campus early will be encouraged to practice social distancing while waiting outside for the doors to open. Once the campus opens for students, they will go to the cafeteria for breakfast or to wait to be escorted to their classroom.

Breakfast and Lunch

- Students who wish to eat breakfast will go to the breakfast line and then find a designated spot to eat. Students who are not eating breakfast will wait for class to being at a designated spot in the building.
- One class at a time will go to the cafeteria to pick up their lunch and then students will sit at a designated spot in the cafeteria to eat.
- Food service staff are encouraged to wear face masks at all times while on campus. Plexiglass dividers will be placed between all food service staff and students during food service times.

Documentation of Students on Campus

- Each morning teachers will take attendance in Skyward in order to document who is in the classroom each day. If a manual attendance roster is required, the teacher should post it outside the classroom and a receptionist will pick it up. Teachers should not send students to the front office with the attendance rosters.

Dismissal

- Dismissal procedures should be developed so that students maintain appropriate social distancing.

General Health and Safety Procedures

- Students should engage in supervised handwashing for at least 20 seconds at least two times each day, in addition to after using the restroom and before eating.
- Students who are suspected to have COVID-19 while at school will immediately be removed from the class, escorted to the office and will wait in a room for their parents to pick them up. The door to the room should stay open so that staff can monitor the student, however any staff members who enter the room should take appropriate precautions.
- The room designated as the isolation room must be closed off and thoroughly disinfected once the student goes home.
- A staff member who is suspected to have COVID-19 while at work will immediately be sent home.

Positive COVID-19 Test or Symptomatic Staff or Student

- Any teacher, staff member, or student who is suspected or confirmed to have COVID-19 must self-isolate until the below conditions have been met.
    - In the case of an individual who was diagnosed with COVID-19, the individual may return to the school program when all three of the following criteria are met (the "Rule of 3"):
        1. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher); and
        2. the individual has improvement in symptoms (e.g., cough, shortness of breath, etc.); and
        3. at least ten days have passed since symptoms first appeared, or, where the individual is asymptomatic, 10 days have passed since taking the COVID- 19 test.
    - In the case of an individual who is suspected to have COVID-19 and does not get evaluated by a medical professional or tested for COVID-19, the individual is assumed to have COVID-19, and the individual may not return to work until the individual has completed the same three-step criteria listed above; or
    - If the individual is suspected to have COVID-19 and wants to return to the school program before completing the above self-isolation period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain an acute infection test (at a physician's office, approved testing location (https://tdem.texas.gov/covid-19/), or other site) that comes back negative for COVID-19.
- Schools will notify all teachers, staff, and families of students in a classroom or extracurricular or after-school program cohort if a test-confirmed COVID-19 case is identified among students, teachers or staff who participated in those classrooms or cohorts.
- Schools will immediately notify parents where a student is determined or suspected to be actively sick with COVID-19 or receives a positive test result for COVID-19 while on campus.

- The district nurse will notify the local health department if a teacher, student, or staff member tests positive for COVID-19.
- The district will submit a report to the Texas Department of State Health Services each Monday that documents all teachers, staff members, students, or visitors at a school who were test-confirmed to have COVID-19 during the previous week.

Close Contacts

- Individuals are considered to be in close contact when they have been within 6 feet of an infected person (someone with a positive COVID-19 test or who is symptomatic) for a total of 15 minutes or more in a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes).
  - Exception: In the indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) if both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time. This exception **does not apply to teachers, staff, or other adults** in the indoor classroom setting.
- The school will notify all staff members and parents of students identified as close contacts on campus or during a school-related event.
- Quarantine Times:
  - Unvaccinated individuals identified as close contacts must quarantine for 14 daysafter their last exposure. Individuals shall remain off campus and not attend any school-sponsored events during this quarantine period.
  - Consistent with CDC guidance, the following individuals need not quarantine:
    1. Someone who has been fully vaccinated and shows no symptoms of COVID-19.
       a. Vaccinated students should get tested 3–5 days after their last exposure even if they don't have symptoms.
       b. Fully vaccinated staff who continue to work on campus must receivea rapid test at the start of the day, at least once every other day until the end of day 10 after their last exposure. Fully vaccinated staff who live with someone who is suspected or confirmed to have COVID-19, whether they have a positive COVID-19 test or not, and who continue to work on campus must receive a rapid test at the start of every day until the end of day 10 after their last exposure. In many cases, where the staff member is continually exposed at home, this 10-day period will begin when the COVID-19 positive individual meets the 3-step reentry criteria outlined above.
    2. Someone who had COVID-19 illness within the previous 3 months and has recovered (Rule of 3) and remains without COVID-19 symptoms (for example, cough, shortness of breath).
- All close contacts are encouraged to wear a mask while inside any TBP building, should social distance as much as possible, and should continue to monitor themselves for 14 days after their last exposure.
- If any individual identified as a close contact (1) experiences symptoms and is suspected to have COVID-19 or (2) tests positive for COVID-19, they must self-isolate until the conditions outlined above have been met.

Attachment:

- COVID-19 Student/Staff/Visitor Screening

TRINITY BASIN PREPARATORY

COVID-19 Student/Staff/Visitor Screening

Do you have any of the following symptoms in a way that is not normal for you?

- Feeling feverish or a measured temperature greater than or equal to 100 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Shortness of breath or difficulty breathing
- Chills / Repeated shaking with chills
- Fatigue
- Significant muscle pain or aches
- Headache
- Sore throat
- Congestion or runny nose
- Diarrhea
- Nausea or vomiting
- Close contact with someone who has tested positive for COVID-19 or is exhibiting symptoms of COVID-19 that are not normal for them, if exposure to this individual occurred within the last 14 days

COVID-19 Evaluación de estudiantil/personal/visitantes

¿Tiene alguno de los siguientes síntomas de una manera que no es normal para usted?

- Sensación de fiebre o una temperatura medida mayor o igual a 100 grados Fahrenheit
- Pérdida del gusto u olfato
- Tos
- Falta de aliento o dificultad para respirar
- Escalofríos / estremecimiento con escalofríos
- Fatiga
- Varios dolores o molestias musculares
- Dolor de cabeza
- Dolor de garganta
- Congestión o secreción nasal
- Diarrea
- Náuseas o vómitos
- Contacto cercano con alguien que haya dado positivo en la prueba de COVID-19 o que presente síntomas de COVID-19 que no son normales para ellos, si la exposición a esta persona ocurrió en los últimos 14 días.

EDUCATIONAL PROGRAM GUIDE- 5 LEVERS 2021-2022 IN-DEPTH FOCUS AREAS:

1. High Quality Curriculum
2. Strong Instruction
3. Student Progress
4. Meeting the Needs of All Learners
5. Culture and Environment

High Quality Curriculum

Trinity Basin Preparatory Curriculum is an aligned, standards-based, balanced, and rigorous curriculum that specifies the standards (the Texas Essential Knowledge and Skills) for each grade level, subject area, and course through the TEKS Resource System. This curriculum supports student academic growth and achievement and meets state guidelines to prepare students for national, state and local assessments, including the State of Texas Assessments of Academic Readiness (STAAR). All students will have equitable access to the TBP Curriculum, instructional materials online and in print through district adopted curriculum, materials, special program services, Texas Home Learning materials, and district assessments through our Canvas Learning Management System (LMS).

The required TBP Curriculum includes:

- a core foundation curriculum consisting of reading and language arts (reading, writing, listening and speaking), mathematics, science, social studies, and
- a core enrichment curriculum consisting of physical education, fine arts, accelerated instruction, and technology applications.

The district curriculum documents listed below support grade level/course instructional planning and assessment.

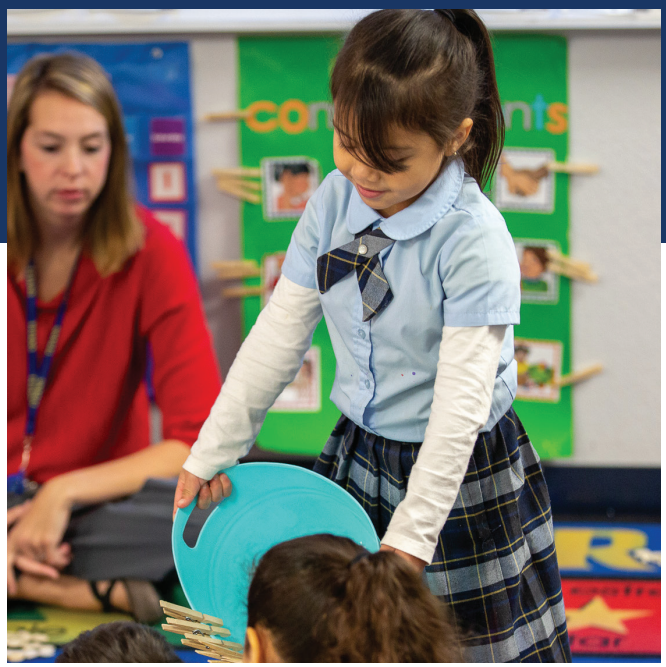
- The Year at a Glance (YAG) serves as a form of syllabus and provides a recommended teaching order for the TEKS in a particular course/grade-level. For each grading cycle the course/grade level Year at a Glance provides: 1) the recommended bundle of Student Expectations (SEs) from the state that make up one or more units of instruction in the grading cycle; 2) the suggested order for teaching the content and skills; and 3) the recommended number of lessons and amount of time for instruction. The Year at a Glance documents are revised annually and reflect the number of instructional days for that year and grading cycle.
- The Six Week Instructional Calendars (SWIC) for each foundation course/grade level reflect the recommended sequencing of instructional units in a calendar format. The calendars bundle standards into instructional units, outline key strategies and resources for the units and provide the district's recommended sequence and pacing of instruction. These provide a picture of how the standards are addressed across the school year. These documents are revised and updated each six weeks by district curriculum specialists.
- Administrator Walk-Through documents incorporate the above curriculum documents to support classroom monitoring of standards-based instruction aligned to the district curriculum.

The TBP Curriculum aligns to Texas standards (TEKS/SEs) and defines what should be taught but entrusts detailed planning and the delivery of instruction to teachers. Students think and learn in different ways, and good instruction includes a variety of strategies grounded in current research, best practice, and the teacher's own experiences in capitalizing on different intelligences. Learning improves when it is integrated rather than fragmented. Therefore, teachers are encouraged to plan together and implement a unit approach in which students learn skills and concepts within a context relevant to their lives. Collaborative, interdisciplinary planning helps to integrate learning across content areas. Hands-on, experiential learning where students take an active role and assume increasing responsibility for their own work is highly recommended.

Principals may request approval to modify the TBP curriculum as it pertains to the scope, sequence and pacing of instruction by notifying the CAO and EDA. The request must include the specific modifications sought, justifications for modifications, and measures of success.

Prekindergarten

- Prekindergarten-3 (PreK3) is a half-day program in TBP. In PreK3 programs, the hours of attendance are different than the other students within that school. There is a Morning and Afternoon Class. The morning class ends with lunch service and the afternoon class begins with lunch service.
- Prekindergarten-4 (PreK4) is a full-day program in TBP. In PreK4 programs, the hours of attendance are the same as for the other students within that particular school.
- In PreK3 & PreK4 all subjects are taught in English using second language teaching strategies.
- In 2015, the state published new Prekindergarten Guidelines. These guidelines form the basis for the district's prekindergarten curriculum documents. The TBP Curriculum will be used as the basis for planning instruction. The Frog Street adoption is the district adopted resource to support the planning and delivery of instruction.
- Upon enrollment in PreK3 & PreK4, a child must attend school regularly and will be subject to school attendance rules and regulations.



Kindergarten

- Kindergarten is a full-day program in TBP. The hours of attendance for kindergarten are the same as for the other students within that particular school.
- The curriculum should be well balanced and integrated to help children make connections across content areas. The TBP Curriculum will be used as the basis for planning instruction.
- In kindergarten, the TBP Reading Language Arts Instructional Program in general will provide an appropriate, dedicated time daily for reading/language arts instruction as defined by the recommended 160 minute Literacy for Life instructional block. The instruction provided must address the essential knowledge and skills specified in the TEKS using TBP Curriculum, Amplify, HMH Into Reading, and other instructional materials.
- Science instruction should be provided daily for 30 minutes. Eighty percent (80%) of the learning in science should occur through student-centered classroom/outdoor investigations. The instruction provided must address the essential knowledge and skills specified in the TEKS using TBP Curriculum, Stemscopes, and other instructional materials.
- Mathematics instruction should be provided daily for 90 minutes. The TBP Curriculum documents, HMH Texas Go Math, Guided Math, and other instruction materials shall be used as resources for student learning.
- Social Studies instruction should be provided every other day (no less than twice a week) for suggested 30 minutes and integrated into the Reading Language Arts block where appropriate. The TBP Curriculum documents, Pearson Social Studies, and other instructional materials shall be used as resources for student learning.
- The weekly schedule shall include instruction in fine arts (arts, music, and theater). The regular instruction provided must address the essential knowledge and skills as specified in the TEKS. Schools must ensure that sufficient time is provided for teachers to teach and for students to learn the standards in these courses. These may be integrated into other subject area instruction.
- An additional 45 minutes of daily accelerated instruction will be provided to offer extended learning opportunities for students. The goal of accelerated instruction is maximum growth and individual success using student readiness, interests, and learning profiles to guide instruction. This will also be utilized to provide intentional instruction for students at risk for reading failure or those performing below grade level.
- Physical education should be provided daily for at least 30 minutes or 135 minutes weekly.
- Some instructional activities such as field trips, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary daily or weekly schedule. In scheduling such activities, the campus must use professional discretion to ensure the activities have a specified instructional purpose and are directly tied to state standards.

Grades One - Four

- The TBP Reading Language Arts Instructional Program will provide an appropriate, dedicated time daily for reading/language arts as defined by the recommended minimum 120 minute Literacy for Life instructional block. The instruction provided must address the essential knowledge and skills specified in the TEKS using TBP Curriculum, Amplify, HMH Into Reading, and other instructional materials.
- Mathematics instruction should be provided 90 minutes daily. The TBP Curriculum documents, HMH Texas Go Math, Guided Math, and/or other instructional materials shall be used as resources for student learning.
- Social Studies instruction should be provided every other day (no less than twice a week) for 30 minutes and integrated into Reading Language Arts where appropriate. The TBP Curriculum documents, Pearson Social Studies, and other instructional materials shall be used as resources for student learning.
- Students in grades 1-4 should be provided at least 30 minutes daily instruction in Science. In 1st grade, eighty percent (80%) of the learning in Science should occur through student-centered classroom/outdoor investigations while in Grades 2-3 that percentage is sixty percent (60%) and forty percent (40%) in 4th grade. The instruction provided must address the essential knowledge and skills specified in the TEKS using TBP Curriculum, Stemscopes, and other instructional resources.
- The weekly schedule shall include instruction in fine arts (arts, music, and theater). The regular instruction provided must address the essential knowledge and skills as specified in the TEKS. Schools must ensure that sufficient time is provided for teachers to teach and for students to learn the standards in these courses. These may be integrated into other subject area instruction.
- An additional 45 minutes of daily accelerated instruction will be provided to offer extended learning opportunities for students. The goal of accelerated instruction is maximum growth and individual success using student readiness, interests, and learning profiles to guide instruction. This will also be utilized to provide intentional instruction for students at risk for reading failure or those performing below grade level.
- Physical education should be provided daily for at least 30 minutes or 135 minutes weekly.
- The district pays transportation/entrance costs for the opportunity of every grade 4 student to participate in a field trip to the Texas State Capital in Austin, TX.
- Some instructional activities such as field experiences, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary daily or weekly schedule. In scheduling such activities, the campus shall use professional discretion to ensure the activities have a specified instructional purpose and are directly tied to state standards.

Grades Five - Eight

- The TBP English Language Arts and Reading Instructional Program will provide an appropriate, dedicated time daily for reading/language arts instruction as defined by the recommended minimum 60 minute Literacy for Life instructional block. The instruction provided must address the essential knowledge and skills specified in the TEKS using TBP Curriculum, HMH Into Reading/Literature, Reading Reconsidered, and other instructional materials.
- Mathematics instruction should be provided minimum 60 minutes daily. The TBP Curriculum documents, HMH Texas Go Math, Guided Math, Maneuvering the Middle, and/or other instructional materials shall be used as resources for student learning.
- Students in grades 5-8 should be provided minimum 60 minutes daily instruction in Science. Fifty percent (50%) of the learning in 5th grade science should occur through student-centered classroom/outdoor investigations and forty percent (40%) in 6th-8th grade. The instruction provided must address the essential knowledge and skills specified in the TEKS using TBP Curriculum, Stemscopes, and other instructional resources.
- Social Studies instruction for grades 5-7 shall be provided at a minimum of 45 minutes every other day. Grade 8 students will participate in a minimum of 60 minutes day Social Studies instruction. The TBP Curriculum, Pearson Social Studies, Lowman Consultants, and other instructional resources will be used to support social studies instruction.
- An additional 45 minutes of daily accelerated instruction will be provided to offer extended learning opportunities for students. The goal of accelerated instruction is maximum growth and individual success using student readiness, interests, and learning profiles to guide instruction. This will also be utilized to provide intentional instruction for students at risk for reading failure or those performing below grade level.
- Physical education should be provided daily for at least 30 minutes or 135 minutes weekly for students enrolled in 5th grade. Students enrolled in grade levels six, seven, and eight participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the districts physical education curriculum. If a school uses block scheduling students will participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks.
- Some instructional activities such as field trips, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary daily or weekly schedule. In scheduling such activities, the campus shall use professional discretion to ensure the activities have a specified

English Language Arts and Reading – *Literacy for Life*

The goal of the Trinity Basin Preparatory School District is for all students to read at or above grade level by the end of third grade, and to continue reading at or above grade level throughout their academic careers and lives.

Instructional programs for grades PreK through 8 will include a period of time daily for integrated reading/language arts instruction and practice in the classroom as defined by the Literacy for Life block. Literacy for Life is transforming instruction to increase student learning through a systematic and balanced approach to teaching reading and writing. Students receive standards-based whole group instruction, targeted small group instruction based on assessment, and individual conferencing to ensure student needs are met. Students practice independent reading using "just right" books, hear models of fluent reading, engage in thoughtful discussions, and respond to texts through writing.

TBPs Literacy for Life approach for grades PreK through 4 incorporates the following key components:

- Word Study: Students engage in explicit instruction of sounds and their spellings. A variety of systematic phonics instruction tools are accessible to enable students to make the connection between decoding, word recognition, reading, and spelling skills.
- Comprehension Skill Building: Students practice isolated reading skills at a time, at each text difficulty level, and then integrating them into the act of independent reading. This allows teachers to develop comprehensive instructional design lessons that focus on priority skills and practices.
- Independent Reading: Students engage in daily reading in-school and at-home on their independent level to practice reading, build stamina, and read for enjoyment.
- Shared Reading: Students engage in teacher-facilitated Read-Alouds to think critically about texts, articulate and support ideas about concepts shared in books, build comprehension of fiction and non-fiction text, and hear models of fluent reading.
- Writing: Students engage in meaningful activities addressing the process of writing by using authentic experiences that teach students how to focus on a variety of audiences and write for many purposes.
- Small Group Instruction: Teachers and campus leaders collect, analyze, and make instructional decisions based upon data including but not limited to, formative assessments, universal screener, Running Records, classroom observations, summative assessments, district-level assessments, and standardized testing.
- Emotional Literacy: Teachers and campus staff teach students the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop prosocial behaviors.

In support of Literacy for Life, guided reading leveled texts are available to support teachers as they provide students with reading instruction that meets their individual needs.

TBPs approach for grades 5th-8th is anchored in literature circles and/or novel studies. Students experience independent reading, and read alouds to increase vocabulary, critical thinking and writing connections throughout these units.

The *Literacy for Life* block includes instruction in the following components:

Balanced Reading Instruction

- Phonics/Word Work Interactive/Vocabulary
- Read Aloud
- Mini Lesson
- Guided Reading
- Independent Reading

Balanced Writing Instruction

- Mini Lesson
- Independent Writing
- Revising/Editing
- Conferencing
- Sharing

Literacy Groups/Guided Reading

Irene C. Fountas and Gay Su Pinnell define guided reading as a teaching approach designed to help individual students learn how to process a variety of increasingly challenging text with understanding and fluency. Teachers select appropriate leveled texts to support students as they read through coaching and by guiding discussions after reading. The goal of guided reading is to build independent fluent readers who comprehend what they read. In guided reading, the teacher:

- works with groups of 4 to 6 students,
- uses texts at the students' instructional level
- focuses on the reading strategies students need at that point in their development
- monitors the reader's progress regularly, and
- ensures that grouping is flexible and dynamic.

District resources such as HMH Into Reading and HMH Into Literature and campus based guided reading libraries, along with other appropriate resources should be used to support instruction at the small group table. It is up to the school to maintain and build upon campus guided reading and literacy block instructional resources.

Prekindergarten Guided Reading

PreK teachers are strongly encouraged to use guided reading that aligns to PreK guidelines for small group instruction once students are able to identify a minimum of ten letters, classroom structures, and expectations are in place to support 15-20 minutes of independent work. It is recommended that teachers work with small groups of no more than four students in order to differentiate instruction and monitor individual progress.

Mathematics

Mathematics education as outlined by the Texas Essential Knowledge and Skills (TEKS) statements is aimed at building a foundation of basic understandings in numerical representations and relationships, computations and Algebraic relationships, Geometry and measurement, and data analysis and personal financial literacy.

Process Standards:

The process standards describe ways in which students are expected to engage in the math content area. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will create and use representations to organize, record, and communicate mathematical ideas. Students will use mathematical relationships to generate solutions and make connections and predictions.

Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Throughout K-5 mathematics, students develop numerical fluency with conceptual understanding and computational accuracy. K-2 students use basic number sense to compose and decompose numbers in order to solve problems with increasing accuracy, efficiency, and flexibility. Students build on an extensive use of patterns and representations with concrete objects to express relationships and make generalizations and predictions that lead to the understanding of number and operation. Grade 3-5 students use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness.

Mathematics instructional programs should incorporate the following high yield mathematics components:

- **TBP Curriculum documents for Mathematics** – including the Year at a Glance, the Vertical Alignment Document, District Must Haves and other district created instructional materials will be used as the basis for planning instruction.

- **Classroom routines**, such as Number of the Day and Number Talks/Mental Math, are an essential component of each grade-level curriculum guide. Students engage in dialogue about specific mathematical concepts in whole group, small group, or partner situations, and may record their mathematical ideas in journals, problem solving mats, slates, or other appropriate media.

- **Concrete and pictorial representations** allow mathematical concepts to be developed and refined using manipulatives and drawings.

- **Problem solving is an important component** of daily instruction. With pictures, words, and symbols, students use a graphic organizer in order to understand the problem, make a plan, carry out the plan, and evaluate the solution for reasonableness. Teachers can access a variety of district-created TBP Problem Solving Boards through our digital learning platform.

- **Individual, pair, and share** strategies allow students to solve problems individually, then with a partner, and whole group.

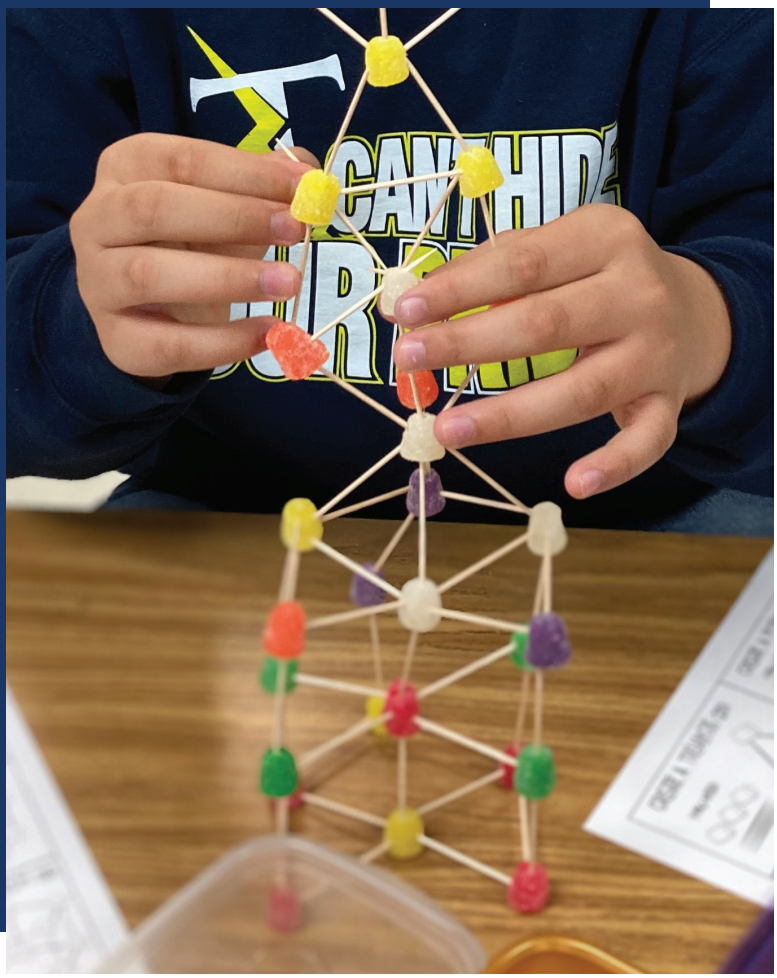
- **Technology** is an important component of a well-balanced mathematics curriculum, and includes interactive and student-centered workstations using mathematics intervention software, monitored websites, and/or appropriate use of calculators.

Significant time must be provided for and dedicated to mathematics instruction and practice daily. Students in Prekindergarten through 4th grade should receive 80 minutes of mathematics instruction/practice daily, while students in Grades 5-8 should receive at least 75 minutes of daily instruction/practice in mathematics. Additional assistance is provided through tutorials for those students needing additional instruction.

Algebra I

Students who meet TBP requirements may take Algebra I in 8th grade if the middle school offers it as a course. Algebra I course will satisfy the Algebra I requirement for graduation.

Middle schools offering Algebra I must ensure that: 1) the TEKS and course objectives for Algebra I are taught: 2) a final exam is administered, scored, and the score recorded on the student's report card at the end of each semester of the course; and 3) students take the STAAR Algebra I End-of-Course (EOC) assessment. Successful completion of the Algebra I STAAR EOC is a requirement for graduation.



Science

The Texas Essential Knowledge and Skills (TEKS) for Elementary Science requires that specified scientific processes and science concepts be taught in grades K-5. The Elementary Science STAAR, given at grade five, includes specific scientific processes and concepts from grades 3, 4, and 5. It is based on the premise that students have received a strong hands-on inquiry-based science foundation which began in prekindergarten and has continued each year through grade five. The elementary science curriculum has moved away from facts, content coverage and passive learning to an emphasis on hands-on, process oriented, inquiry-based experiences.

The elementary science curriculum should address all of the following criteria:

- Students in grades PK-4 should be provided minimum 30 minutes of daily instruction in science and at least 60 minutes daily instruction for students grades 5-8.
- Implementation of the elementary science curriculum must focus on concepts and scientific principles taught through inquiry-based, hands-on, real-world, problem-solving approaches.
- Implementation of the science curriculum must include numerous opportunities for students to develop process and inquiry skills such as observing, classifying, measuring, collecting and interpreting data, inferring, constructing reasonable explanations, identifying variables, and drawing conclusions.
- The classroom teacher is responsible for using technology -- instructional strategies and models for teaching science that require students to participate in manipulating objects, making discoveries, and describing and communicating findings.
- The science curriculum should include field investigations, research, and visits to museums, nature centers and other informal science settings.
- The science curriculum requires each campus to provide an annual allocation of funds for purchasing equipment and instruments specified in the Texas Essential Knowledge and Skills as well as a sufficient number of supplemental supplies needed to teach hands-on, process-oriented, inquiry-based science labs. A grade-level materials list which includes a summary of supplies needed for each cycle and unit of instruction is available within the TBP curriculum.

Social Studies

Social Studies consists of eight strands intended for integrated instructional purposes. Within the school program, social studies provides coordinated, systematic study of history, geography, economics, government, citizenship, culture, science, technology, and critical thinking skills. Its purpose is to help young people develop the ability to make informed and reasoned decisions as citizens in a culturally diverse, democratic society and an interdependent world.

- Students in grades K-5 receive regular instruction using Chapter 113: Texas Essential Knowledge and Skills for Social Studies (TEKS) for the appropriate grade level.
- Students in PK receive social studies instruction using Texas PK Guidelines domain VII.
- At a minimum, schools should allot no less than the equivalent of 30 minutes every other day to social studies instruction. Effective social studies instruction often incorporates integrated instruction with reading/language arts and/or other content areas.

ACCELERATED INSTRUCTION- HOUSE BILL 4545

House Bill 4545 recently passed in the 87th Regular Legislative Session. The new statute is effective, as of June 16, 2021, with accelerated instruction practices required during the 2021-2022 school year for all students. HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®).

The legislation includes:

- Elimination of grade retention and retesting requirements in grades 5 and 8
- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, an accelerated learning committee will develop an individual educational plan for the student and monitor progress
- For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments must either:
- Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
- Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day

For school year 2021-2022:

Accelerated instruction delivered in summer 2021 will only satisfy the HB 4545 requirements if the criteria for supplemental instruction were met.

Accelerated Learning Committees in Future School Years:

Starting summer 2022, ALC will develop individual student plans after scores are received, which may take place before the end of that school year or during the summer and prior to the start of the school year, based on the latest STAAR results.

Retention and Retesting Requirements

- A student in grade 5 or 8 is no longer required to be retained at the same grade level based on STAAR.
- Grade placement committees have been eliminated, though school systems still have the flexibility to retain students if deemed appropriate locally.
- In grades 5 and 8, there is now only one mathematics and reading testing opportunity. Prior law incorporated two retesting opportunities for students, if the students did not perform satisfactorily on the initial assessment.

Accelerated Learning Committees

- The accelerated learning committee must be comprised of:
- The principal or the principal's designee
- The student's parent or guardian, and
- The teacher of the subject of an assessment on which the student failed to pass.
- An LPAC member is required to participate on the ALC for any English learner/emergent bilingual student (formally known as Limited English Proficient).

No later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.

The plan should detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student.

The plan must be documented in writing with a copy provided to the student's parent or guardian.

If a student fails an assessment in the same subject in the subsequent school year, the superintendent or a designee must meet with the student's accelerated learning committee.

Supplemental Instruction Requirements

- Deliver targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas.
- Be provided in addition to instruction normally provided to students in the grade level in which the student is enrolled.
- Be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Not be scheduled such that a student is removed from any of the following:
  - Instruction in grade-level content for the foundation curriculum
  - Instruction in enrichment curriculum for the grade level in which the student is enrolled
  - Recess or physical activity that is available to other students enrolled in the same grade level.
- Be provided for no less than 30 hours total during the summer or subsequent school year. If provided during the subsequent school year, it should include instruction no less than once per week.
- If a student does not pass both math and reading STAAR tests, they will need to meet the 30-hour requirement for each of the two subject areas.
- Utilize effective instructional materials designed for supplemental instruction.
- Be delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group.
- Be provided by an individual with training in aligned instructional materials and under the LEA's oversight. Ideally, the same individual provides tutoring continuously for the student's entire supplemental instruction period.

Fine Arts Education

The fine arts disciplines of art, music, and theater are viable and essential parts of every student's education as well as being required by TEA. Each fine arts discipline has a unique impact on student achievement when viewed as a separate field of study. Moreover, through study of the fine arts, students are engaged in a process that helps them to develop the 21st century skills of creativity, critical thinking, collaboration, and communication. Additionally, students develop self-discipline and self-motivation necessary for attaining success in life.

A school district that offers Grades K-12 must offer an enrichment curriculum that includes fine arts. School districts must ensure that sufficient time is provided for teachers to teach and for students to learn fine arts during regular school hours, not after school (19 TAC, Chapter 74, Subchapter A, §74.1, §74.2, and §74.3). A minimum of 45 minutes twice a week is recommended.

- The fine arts shall be taught in all PK-8 grade levels as part of the enrichment/specials curriculum.
- The Texas Pre-kindergarten Guidelines and Texas Essential Knowledge and Skills (TEKS) for fine arts are mandated by TEA as part of the enrichment curriculum.
- Sufficient time is to be provided for teachers to teach and for students to learn the Texas Essential Knowledge and Skills (TEKS) in fine arts. A minimum of 45 minutes twice a week is recommended.
- The primary objective of the fine arts program at the elementary level is to provide students with in-depth experiences in the arts through instruction.
- The fine arts teachers are responsible for providing students with learning experiences in the arts, coordinating and contributing to student achievement through utilizing a variety of instructional strategies and assessment methods.

Middle School Fine Arts

The current TAC Chapter 74 states:

All middle schools must offer fine arts courses, taught by teachers certified in the fine arts discipline of their teaching assignment. For the 2015-2016 school year, dance has been added to the fine arts offerings as a TEKS-based course. Schools are required to offer a minimum of three of the four fine arts disciplines: dance, music, theatre and visual arts. Schools must ensure that

sufficient time is provided for teachers to teach and students to learn the TEKS in the required curriculum, including fine arts. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards. (TAC §74.3(a) Description of a Required Secondary Curriculum)

All middle school students must complete one credit of fine arts (art, dance, music, theatre and visual arts) at the middle school level. This requirement can only be met by one full credit in the same discipline. One credit means two full semesters of one course. Students may not combine ½ credits of different disciplines to equal a full course credit.

Fine arts courses that could vary by campus and possible offerings will be music, dance, art, and theater arts.

Students in Grades 7 and 8 may choose to take fine arts as an elective.

Health and Physical Education

The elementary health and physical education curriculum is essential in the development and growth of the whole child. The purpose of the curriculum is to provide the student with the necessary skills to develop healthy habits for a lifetime. Health and physical education are separate and distinct instructional programs, that both emphasize the achievement of one's personal best through physical activity and health literacy.

Elementary Health Education

- Health education is part of a balanced instructional program. It is also part of the required curriculum as defined by 19TAC §74.1(a) and (b). Therefore, students in grades PK-6 will receive weekly instruction in health education.
- Health instruction will be included weekly by the physical education teacher; one complete lesson taught within a 15-30 minute block of time, depending on the grade level of the students.
- Health education at the elementary level focuses on the development of wellness concepts safety practices, and challenges experienced during maturing. This comprehensive program provides age-appropriate instructional activities that promote safety and health enhancing behaviors.

Middle School Health Education

Students in 6th, 7th, and 8th grades must receive at least six weeks of health instruction each school year. Health education will be offered while the student is enrolled in physical education.

Basic first aid must be taught in the middle school health classes. Teachers are encouraged to maintain Basic CPR/AED/FA Instructor's Certification.

In addition, according to TX House Bill 897, all students in Grades 7 through 12 are required to have Cardiopulmonary Resuscitation (CPR) instruction and psychomotor skill development to support cognitive learning prior to graduation. Schools must maintain a record of students who have met the requirements.

Elementary Physical Education

19 TAC §103.1003 requires students in elementary schools to participate in moderate to vigorous physical activity for a minimum of either 30 minutes daily or 135 minutes weekly.

- Physical education at the elementary level must focus on movement, physical activity, health-related fitness, safety, social skill development and healthy lifestyles.
- The elementary physical education instructional programs should emphasize participation in moderate to vigorous physical activity, fundamental motor skills, cardiorespiratory endurance, muscular strength and endurance, and flexibility development, and dance instruction. Instructional activities should incorporate life skills such as fair play, cooperation, citizenship, leadership, sportsmanship, and teamwork.
- Physical education teachers will design experiences that provide frequent practice opportunities that are both meaningful and appropriate based on previous movement experiences and maturation; and select benchmarks to enhance the psychomotor, cognitive and affective development of all children.
- The FitnessGram is the mandated fitness assessment chosen by the State of Texas to assess all student fitness levels in grades 3-12. Schools are to report collected student data annually.
- All students PK-8 should receive instructional support that aligns with the goals of the FitnessGram assessment, and the benefits that stem from knowing one's level of fitness.
- Exercise is not punishment for misbehavior.
- Appropriate supplies and equipment are necessary to implement a quality physical education program. Physical Education equipment should be developmentally appropriate and adequate in amount to facilitate maximum student participation in the activities.
- The physical education teacher will provide a safe and orderly environment when facilitating indoor and outdoor physical activities.

Middle School Physical Education

Physical Education must be scheduled for no less than four semesters during the combined 6th, 7th, and 8th grades. To comply with these state Physical Education requirements the TBP Health/ Physical Education Department recommends the following schedule:

Grade 6 2 Semesters
Grade 7 1 Semester
Grade 8 1 Semester

Physical Education at the middle school level should focus on maximum participation in physical fitness and skill development daily. The program should, therefore, be designed to promote fitness concepts, self-reliance, interpersonal skills, and positive attitudes toward active/social lifestyles. Students should also participate in laboratory experiences that stress skill-building techniques.

RECESS

Senate Bill 530 and Texas Education Code 28.02 state that a school district shall require students to participate in moderate or vigorous daily physical activity for at least 30 minutes or at least 135 minutes during each school week. Senate Bill 530 further requires the local school health advisory council (SHAC) to consider and make policy recommendations to the district concerning

the importance of daily recess for elementary school students. The council must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The council shall ensure that local community values are reflected in any policy recommendation made to the district under this subsection."

Therefore, the TBP recess guidelines are:

- All elementary schools will provide 20 minutes of unstructured recess for grades PK-4.
- The withholding of recess will not be used as punishment, nor for students to complete classwork or attend tutorials.
- Each school should determine what time of day the recess should be scheduled and develop building-level guidelines to ensure adequate supervision and safety precautions.
- Recess will be held outside if weather permits. In the case of inclement weather, each school will develop an alternative plan for recess.
- The building principal will ensure that both recess and physical education will be part of in the daily program and scheduled as separate activities. Recess will not replace the structured physical activity provided through physical education.

Definitions

- Physical Education: A physical fitness lesson that adheres to the Texas Essential Knowledge and Skills (TEKS) objectives that is planned, monitored and assessed by a certified educator.
- Structured Physical Activity: Supporting lessons, recess and other fitness opportunities that adhere to the Physical Education guidelines stipulated by the state of Texas, to ensure that students receive a minimum allotment of 135 minutes of weekly exercise.
- Structured Recess: A physical fitness recess where students are to participate in independent activity that is guided by staff.
- Unstructured Recess: "Free Recess" where students are allowed the opportunity to use time for instructional reflection, peer interaction and activity of choice that is monitored.

Educational Technology

21st Century skills are imperative for students pursuing post-secondary education, which demands a high level of knowledge and skills and a high degree of technology competency. To equip our students with the skills necessary to compete in a global digital society, students need to be given opportunities to access, evaluate, manage, and use information in a variety of media formats from a wide array of sources and communicate those results to diverse audiences.

- The Technology Application TEKS provide technology literacy standards that are to be integrated throughout the curriculum in grades PreK-8. The Technology Applications TEKS are divided into four strands for all grade levels:
  - **Technology Foundation**s – Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications.
  - **Information Acquisition** – The efficient acquisition of information includes the identification of task requirements; the planning for the use of search strategies; and the uses of technology to access, analyze, and evaluate the acquired information.
  - **Work in Solving Problems** – By using technology as a tool that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution and evaluate the results.
  - **Communication** – Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.
- The Technology Application TEKS describe what students should know and be able to do using technology and defines the teaching, learning and integration of digital technology knowledge and skills across the curriculum. The goal of the Technology Application TEKS is for students to gain technology-based knowledge and skills and to apply and integrate them in to all curriculum areas at all grade levels to support learning and promote student achievement. The Technology Application TEKS are not to be taught in isolation but as an integral part of every classroom's use of technology.
  - Grades K-3 – Students gain basic skills such as inputting information, beginning touch keyboarding and becoming familiar with the computer. Using technology, students can access information that can include text, audio, video and graphics. They use computers and related technology to make presentations and prepare projects for foundation curriculum areas.
  - Grades 4-8 – Students use proper keyboarding techniques and acquire information by selecting the most appropriate search strategies. Students use word processing, graphics, databases, spreadsheets, simulations, multimedia, and telecommunications. They solve problems, communicate information in various formats and to a variety of audiences, and evaluate their results.

Digital Citizenship: Schools are responsible for ensuring that students encounter digital citizenship lessons on a regular basis, as appropriate, and no less than once per year.

Extracurricular Activities

Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities, with the exception of public performances specified in the second bullet below.

- In addition, an activity shall be subjected to the provisions for an extracurricular activity if any one of the following criteria apply:
  - The activity is competitive
  - The activity is held in conjunction with another activity that is considered to be extracurricular
  - The activity is held off campus except in a case which adequate facilities do not exist on campus
  - The general public is invited and/or admission is charged

Students and their parents may be charged a fee for student activities in compliance with Texas Education Code 11.158; however, the District has adopted reasonable procedures for waiving a deposit or fee if a student or the student's parent or guardian is unable to pay it.

A school district may not schedule or permit a student to participate in an extracurricular activity or a public performance that would require, permit, or allow the student to be absent from a class more than ten times during the school year. A school district may adopt policies that permit distribution of the ten absences during the school year for the purpose of participation in extracurricular activities.

- TEC §33.086 requires a district employee who serves as the head coach or chief sponsor for an extracurricular athletic activity, including cheerleading, sponsored or sanctioned by a district or the UIL, to maintain an submit to the district proof of current certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification.

Tutorial Program Guidelines

Tutorial intervention is a small group environment (ideally 6:1 ratio), allowing the instructor to target specific needs and foster student learning. Key elements of student learning in tutorials are the relationship and connection that are built due to the individual attention provided to students, strong engagement in the learning and teaching process, and a creation of a safe place for students to ask for and readily receive help. In addition, the tutee should experience a different instructional approach than they experience in the classroom. Tutorial needs to supplement classroom learning, but to increase the learning potential, new and creative methodologies should be implemented. The purpose of intervention is continuous, measurable student improvement.

Transparent communication with students and their caregivers is essential. The aforementioned should know why the student is attending tutorials, what the expectations and established goals are, and identify and explain desired outcomes. Moreover, tutors should regularly communicate student progress; this not only bolsters a positive relationship with students, but also with their guardians.

An effective tutorial program must have effective tutors who are adequately vetted with a proven skill set or a strong aptitude to implement intervention strategies that ensures student learning. Tutorials must be structured and organized and implemented with consistent fidelity.

A campus's tutorial program must function with specific goals in mind, be data driven, and targeted to identify students. Goals may range from closing an achievement gap, spiraling grade level curriculum, or pushing high achievers to new levels. Strategic planning, alignment with campus/ district mission, and accountability are a must.

Tutors should be provided high quality orientation and pre-service training, comprehensive professional development, and on-going instructional coaching; recommended topics include tutoring best practices, content knowledge, cultural sensitivity and understanding, and data evaluation and analysis. Training topics should focus on tutor needs, rather than board, generic approach. Walkthroughs, observations, and evaluations ensure tutor effectiveness; feedback helps tutors grow and supports desired student outcomes. In addition, tutors must be supported and guided in building positive relationships with students; rapport is essential for greatest student achievement, especially for the secondary student. Positive culture and climate, strong management, and a focused, solution-based approach are essential for student success.

Collaboration with content-area teachers, instructional specialists, and campus leadership is vital to effective tutorials and achieving desired student outcomes.

The effectiveness of a tutorial program is contingent upon the duration and frequency of the intervention as well as alignment with classroom instruction. Haphazard implementation will not produce desired, student achievement outcomes. Session structure should be data- driven, based on individual student need. Data from previous years' state assessments, historical and current classroom performance, universal screeners, and progress monitoring of student achievement are all tools to help the tutor tailor lessons.

Tutorial Structure and Execution - recommended model for a 60-minute session

PHASE	COMPONENT	PURPOSE
BEGINNNING	I. The Do Now (5 minutes)	**Purpose**: As much about the culture of the tutorial as the content, the Do Now functions as a bridge to other components of the tutorial. The Do Now will cover basic skills or material from previous tutorial.
MIDDLE	II. Foundation Skills (30 minutes)	**Purpose**: To provide students with support around foundational math skills and vocabulary to fill in gaps in learning. During this time, the tutor will review and drill basic skills, individualized based on student need.
	III. Grade Level Material (20 minutes)	**Purpose**: To provide students with high dosages of support and clarification as they begin to practice and engage with new material.
END	IV. Ticket To Leave (5 minutes)	**Purpose**: Serves as a formative assessment by checking independent practice, revisiting the tutorial objectives, and/or summarizing key ideas.

Strong Instruction

High Impact Teacher Success Criteria and High Impact Observation Rubric - Observation Form Example (Please make a copy)

TBP 5 Academic Priority Levers for High Impact Teachers

High Quality Curriculum = essential content and highly aligned **Grade Level Assignments**	**Strong Instruction** = creating and sustaining a culture of learning While delivering essential content with highly aligned grade level assignments.
Observer: Is the content aligned to the appropriate standards for their subject and grade? *Coaching Resource:* TBP Leader Companion Guide	**Observer:** Are all students responsible for doing the thinking in this classroom? *Coaching Resource:* TBP Leader Companion Guide
Core Teacher Skills (teacher should know how to): 1. Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson. D1.1 2. Developing a vision for student success and standards-aligned to big goal(s) that are ambitious, measurable and appropriate for all students. D2.1 3. Allocating instructional time to address the most important content for grade or course. D1.1 4. Developing and/or using appropriately demanding instructional materials such as texts, questions, problems, exercises and assessments. D1.1 5. Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade level standard. D1.1 **Non-negotiable resources:** • **TEKS: Year at a Glance** • **Aligned Six Weeks Instructional Calendar** • **Planned & Aligned Lesson Plans** (using *minimum* district template and placed on Canvas) • **Planned & Aligned Lesson Objective(s)** • **Planned & Aligned Demonstration of Learning(s)** • **Planned & Aligned Lesson Activities/Assignments**	**Core Teacher Skills (teacher should know how to):** 1. Delivering lesson content clearly, accurately, and with coherence. D1.4, 2.3 2. Clearly state to students purpose and lesson intent with success criteria. D1.1, 2.1, 2.3 3. Conveying or providing accurate content and all content necessary to achieve the learning goal(s). No inaccurate information is conveyed. D1.1, 2.3 4. Using explanations of content that are clear, coherent and support student understanding of content. D2.1, 2.3 5. Promoting the persistence of students to get correct, defended responses D1.4, 2.1 6. Requiring that students use complete sentences, correct grammar and academic language. D2.1 7. Providing choices for how students engage in content. D1.3,2.1 **Best Practices (should see in lesson):** *Virtual Recommendations* click here • Strong **lesson launch** and well developed **direct teach (I do).** • Structuring and **delivering lesson activities** so that students do an appropriate amount of the thinking required by the lesson. • **Posing questions** or providing lesson activities that require students to cite evidence to support their thinking. • Providing opportunities for students to respond (**through student talk - we do**) to and build on their peers' ideas. • Providing support necessary for students to complete instructional tasks requiring high order thinking skills. (**Aggressive monitoring**) • Providing individualized instruction so that all students can access content and participate in the class (**small group & independent work - you do**).

**TNTP Core Teaching Rubric (CC BY-NC 4.0) aligned with TBP 5 Academic Priority Levers Teacher Skills with TTESS Dimensions

High Impact Teacher Success Criteria and High Impact Observation Rubric - Observation Form Example (Please make a copy)

Culture and Environment = A culture of learning with **deeply engaged** students who are held and have **High Expectations.**	Student Progress and Meeting the Needs of All Learners =
Observer: Are all students engaged in the work of the lesson from start to finish? *Coaching Resource:* TBP Leader Companion Guide	**Observer:** Throughout, during or at the end of the lesson, or concept, do all of the students demonstrate that they are learning? *Coaching Resource:* TBP Leader Companion Guide
Core Teacher Skills (teacher should know how to): 1. Creating a culture of positive interdependence through shared goals and experiences of collective success. D3.3 2. Providing specific, concrete, sequential, and observable directions for behavior and academics. D3.1 3. Redirecting students who lose focus immediately and in a way that does not slow or disrupt the lesson momentum. D3.2 4. Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior D3.2 5. Using voice and presence to maintain engagement and convey caring for students D3.1-3 6. Investing time in knowing individual students and in forming relationships to best support their learning D3.3 7. Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students. D3.1 **Best Practice (should see in the lesson):** *Virtual Recommendations* click here • Using efficient techniques for starting and ending lessons. • Using efficient **routines and procedures**. • Responding to student requests without interrupting instruction. • Planning for and providing work for students to "say yes to" and using strategies to maintain a **quick pace** throughout the lesson.	**Core Teacher Skills (teacher should know how to):** 1. Developing and providing the necessary scaffolds and supports as needed to ensure all students are able to attain learning goals. D1.3 2. Considering students' language development, literacy levels, and/or IEP goals and other specific learning needs in developing learning goals and preparing lessons. D1.3 3. Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings. D2.4-5 4. Differentiating instruction as needed in response to student learning needs, including enrichment and extra support. D2.4 5. Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (**during direct instruction, before independent practice, at a transition with an exit ticket at the end of a lesson**). D1.2, 2.5 6. Developing and/or using informal and formal assessment that yield usable data on students' progress toward grade-level standards. D1.2 7. Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content. D1.2 8. Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding. D2.4 **Best Practice (should see in the lesson):** *Virtual Recommendations* click here • Check for understanding • Aggressive Monitoring • Exit Tickets

**TNTP Core Teaching Rubric (CC BY-NC 4.0) aligned with TBP 5 Academic Priority Levers Teacher Skills with TTESS Dimensions

High Impact Teacher Success Criteria and High Impact Observation Rubric - Observation Form Example (Please make a copy)

High Quality Curriculum *TTESS Dimension 1.1, 2.1*

Zero Impact Ineffective	Low Impact Developing and Minimally Effective	Mid-Impact Proficient	High Impact Skillful
• The lesson does not focus on content that advances students toward grade level standard or expectations and/or IEP goals. • Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other. • Instructional materials students use (texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school year based on the guidance of the YAG, IFD, SWIC or students' IEP.	• The lesson partially focuses on the content that advances students toward grade-level standards or expectations and/or IEP goals. • Only some activities students engage in are aligned to the stated or implied learning goal(s). • Some instructional materials students use are not appropriately demanding for the grade/course and time in the school year based on guidance in the YAG, IFD, SIC or students' IEP.	• The lesson focuses on content that advances students toward grade-level standards and/or IEP goals. • All activities students engage in are aligned to the stated or implied learning goal(s), are well sequenced and build on each other to move students toward mastery of the grade-level standards and/or IEP goals. • All instructional materials students use are high quality and appropriately demanding for the grade/course and time in the school year based on guidance in the YAG, IFD, SWIC or students' IEP.	• All descriptors for Mid-Impact are met. • Students make connections between what they are learning and other content across disciplines, their historical context (local, state, national) and/or their current lives. • Students independently connect lesson content to real-world situations.

***TNTP Core Teaching Rubric (CC BY-NC 4.0) aligned with TBP 5 Academic Priority Levers Teacher Skills with TTESS Dimensions*

Strong Instruction *TTESS Dimension 1.1, 1.3, 1.4, 2.1, 2.3*

Zero Impact Ineffective	Low Impact Developing and Minimally Effective	Mid-Impact Proficient	High Impact Skillful
• Students complete very little of the cognitive work during the lesson, such as reading, writing discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work. • Very few or no students provide meaningful oral or written evidence to support their thinking. • Very few or no students are using knowledge and evidence to form, articulate, and defend their answers, opinions or thinking. • Students respond negatively to their peers' thinking, ideas, or answers. • No students or very few students try hard to complete challenging academic work.	• Students complete some of the cognitive work during the lesson, such as reading, writing discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. • Some students provide meaningful oral or written evidence to support their thinking. • Some students are using knowledge and evidence to form, articulate, and defend their answers, opinions or thinking. • Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. • Some students try hard to complete challenging academic work and answer questions.	• Almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finished any of the cognitive work that students could own. • Almost all students provide meaningful oral or written evidence to support their thinking. • Almost all students are using knowledge and evidence to form, articulate, and defend their answers, opinions or thinking. • Students respond to and build on their peers' thinking, ideas, or answers. • Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. • Almost all students consistently try hard to complete academic work and answer questions even if the work is challenging.	• All descriptors of Mid-Impact are met. • Students synthesize diverse perspectives or points of view during the lesson. • Students independently show enthusiasm and interest in taking on advanced or more challenging content.

***TNTP Core Teaching Rubric (CC BY-NC 4.0) aligned with TBP 5 Academic Priority Levers Teacher Skills with TTESS Dimensions*

High Impact Teacher Success Criteria and High Impact Observation Rubric - Observation Form Example (Please make a copy)

Culture and Environment: *TTESS Dimension 3.1 - 3.3*

Zero Impact Ineffective	**Low Impact** Developing and Minimally Effective	**Mid-Impact** Proficient	**High Impact** Skillful
• Very few or no students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. • Very few or no students follow behavioral expectations and/or directions • Students do not execute transitions, routines and procedures in an orderly manner. • Students are left without work to do for a significant portion of the class period.	• Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. • Some students follow behavioral expectations and/or directions. • Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time/and or require substantial direction from the teacher. • Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	• Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. • Most students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. • Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	• All descriptors of mid-impact are met. • Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. • Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

***TNTP Core Teaching Rubric (CC BY-NC 4.0) aligned with TBP 5 Academic Priority Levers Teacher Skills with TTESS Dimensions*

High Impact Teacher Success Criteria and High Impact Observation Rubric - Observation Form Example (Please make a copy)

Student Progress and Meeting the Needs of All Learners *TTESS Dimension 1.2, 1.3, 2.4, 2.5*

Zero Impact Ineffective	**Low Impact** Developing and Minimally Effective	**Mid-Impact** Proficient	**High Impact** Skillful
• Questions, tasks, assignments/activities or assessments do not yield data that allow the teacher to assess students' progress toward learning goals. • Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. • Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. • Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	• Questions, tasks, assignments/activities or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. • Students have few opportunities to express learning through academic writing and/or explanations using academic language. • Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. • Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	• Questions, tasks, assignments/activities or assessments yield data that only allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. • Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. • All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. • Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals and/or IEP aligned learning goals.	• All descriptors for Mid-Impact are met. • Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. • Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. • Students monitor their own progres, identify their own errors and seek additional opportunities for practice.

***TNTP Core Teaching Rubric (CC BY-NC 4.0) aligned with TBP 5 Academic Priority Levers Teacher Skills with TTESS Dimensions*

Student Progress

Assessment

A standards-based curriculum must have a strong assessment link to in school academic learning. Classroom assessments (both formative and summative) must align to the written and taught curriculum and include descriptive feedback and encouragement for students. Formative assessments are included in the district curriculum through Performance Assessments within the TEKS Resource System. In addition to these formative assessments, Quick Checks are used each year for selected grade levels and content area based on a defined calendar. These Quick Checks serve as a support for monitoring student mastery of specific highly tested TEKS/Standards. Campus leadership monitors the delivery and determines how these Quick Checks will be used to benefit the campus. Additionally, there will be a Summative Six Week Assessments and a Spring Released STAAR Assessment for STAAR tested grades/courses. Please reference ***Appendix E*** for additional information.

Common Assessments

- **Circle – PreK** The CIRCLE Progress Monitoring screening and progress monitoring tool was selected by TBP from the commissioner's list of approval instruments to assess literacy development. It is administered three times a year. The results are used by teachers to guide instruction and reported to parents.
- **TX-KEA** - Kindergarten literacy screener required by the state.
- **Universal Screeners:** Every Texas school district is required to implement a universal screener in reading for kindergarten, first, and second grade. The diagnostic instrument must be selected from the commissioner's adopted or district adopted list and be administered according to state guidelines. NWEA MAP is the instrument selected from this list for TBP students. The results of these tests are reported to parents, the TBP board of trustees, and the Texas Education Agency. The universal screener is also used in grades 3-8 to monitor

reading growth. The assessment is administered three times per year (BOY, MOY, EOY) in grades K-8 as defined by the district assessment calendar. The program should be used between assessment windows as a progress-monitoring tool for Tier 2 and 3 students. In addition, the High Frequency Word Evaluation is administered to students in Kindergarten thru second grade. In Mathematics Imagine Learning Math is used in grades K-4 to monitor mathematics. Imagine Learning and NWEA MAP to assess the growth and progress of students. These programs provide comprehensive universal screeners and allow educators to monitor student data needed to accelerate every student's learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 IAP, and learning needs.

- **High Frequency Word Evaluation (HFWE) – Kindergarten – 2nd Grade**

  The HFWE assesses reading ability by having a child read and then say words aloud that are shown by the teacher. Since, high frequency words comprise 50-60% of all texts, it is important that students are able to read these words automatically. Instructional strategies are available in the TBP Curriculum guides and instructional resources.

- **Running Records: Kindergarten – 4th Grade**

  Running Records are administered formally three times per year based on the district defined assessment calendar. All students in grades K-2 are assessed for the purpose of identifying the student's independent reading levels based on accuracy, fluency, and comprehension. Student data is collected by the teacher and entered into Class Summary documents in order to track student growth over the year. Developmental Reading Assessment (DRA2) is the district provided resource for this assessment.

  Kindergarten – 2nd grade will also utilize intermittent running records in-between the formal assessment periods for identified students who are reading below grade level. The following chart provides the target grade level DRA2 reading level goals.

Previous DRA Level \ Current DRA Level	A	1	2	3	4	6	8	10	12	14	16	18	20	24	28	30	34	38	40
A	0	3	5	7	9	1 Year	16	18	19	20	22	2 Years							
1	-2	0	2	4	6	9	1 Year	14	16	18	20	22	2 Years						
2	-4	-2	0	2	4	6	9	1 Year	14	16	18	20	22	2 Years					
3		-4	-2	0	2	4	7	9	1 Year	14	16	18	20	22	2 Years				
4			-4	-2	0	2	4	6	8	1 Year	14	16	18	21	2 Years				
6				-4	-2	0	2	4	6	8	10	1 Year	15	18	21	2 Years			
8					-4	-2	0	2	4	6	8	10	1 Year	16	20	2 Years			
10						-4	-2	0	2	5	7	9	1 Year	15	18	21	2 Years		
12							-4	-2	0	3	5	7	10	1 Year	16	20	2 Years		
14								-4	-2	0	3	6	9	1 Year	15	18	21	2 Years	
16									-4	-2	0	3	6	9	1 Year	16	29	2 Years	
18										-4	-2	0	4	8	1Year	16	20	2 Years	
20											-5	-3	0	4	8	1 Year	16	20	2 Years
24												-5	-2	0	4	8	1 Year	16	20
28													-5	-3	0	4	8	1 Year	18
30														-5	-2	0	4	8	1 Year
34															-6	-4	0	6	1 Year
38																-8	-4	0	6
40																	-8	-4	0

Target Reading Level Goals for the End of Each Grading Period

DRA Level \ Month	BOY	2nd 6 Weeks	MOY	4th 6 Weeks	5th 6 Weeks	EOY
Kinder		A/1	1	2	3/4	6
1st	6	8	10	12	14	18
2nd	18	20	20	24	28	28
3rd	30	30	34	34	38	38

Student Progress for Special Population Students: Assessments

Students with disabilities and language learners will be provided assessments that include accommodations aligned with their IEP, 504, or LPAC accommodations as applicable in a remote learning setting.

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of IEP, 504 and linguistic accommodations at least once per week per content area of instructional support provided. Teachers will provide feedback on student IEP/504/EL progress at least once a week through a message on Canvas to the student's parent or direct feedback during live instruction. IEP and Dyslexia Progress reports will be emailed to the parent at least once per grading period. Student progress will be reviewed at ARD/504/LPAC meetings.

Imagine Learning and NWEA MAP to assess the growth and progress of students. These programs provide comprehensive universal screeners and allows educators to monitor student data needed to accelerate every student's learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 plan, and EL learning needs. Please reference ***Appendix I*** for additional information.

Student Progress: Course Syllabus

A course syllabus is an academic document that communicates an outline of information about a specific course and explains the responsibilities and expectations associated with that courses, including daily attendance, activities, opportunities for feedback, and assessment. The TBP Course Syllabus will include expectations for students in daily participation and grading. The **Lesson Design Document** will include evidence and detailed explanation of the course syllabus elements for attendance, academic practice, required interaction, feedback, assessment and student progress. Please reference ***Appendix C*** for additional information.

The following are course syllabus expectations for both in-person and asynchronous learning for students in all grades and content subject areas:

a. Required Attendance for Live Lessons
b. Daily Grades on
    i. SEL/Discussion Activity or Assignment ***Required All Grades and Subjects Daily***
    ii. Completion of Activities (suggested student feedback area)
c. Weekly Grades
    i. Exit Tickets
    ii. Projects/Products (suggested student feedback area)
d. Grading Period
    i. 3 Week Quick Checks
    ii. End of Unit Assessments
    iii. Content Based Assessments
e. Monthly Imagine Learning Reading/Math and Imagine Math for 5th - 8th
f. Student/Teacher Interaction and Feedback- Teachers will provide student progress feedback at least weekly for in-person and asynchronous learning students.
g. Grading Policy

A standards-based curriculum must have a strong assessment link. Classroom assessments (both formative and summative) must align to the written and taught curriculum and include descriptive

feedback and encouragement for students. Formative assessments are included in the district curriculum through Performance Assessments within the TEKS Resource System. In addition to these formative assessments, Quick Checks are used each year for selected grade levels and content area based on a defined calendar. These Quick Checks serve as a support for monitoring student mastery of specific highly tested TEKS/Standards. Campus leadership monitors the delivery and determines how these Quick Checks will be used to benefit the campus. Additionally, there will be a Summative Six Week Assessments and a Spring Released STAAR Assessment for STAAR tested grades/courses.

Contact Information

Dr. Lesley Austin, Chief Academic Officer laustin@trinitybasin.net
Jodi Rebarchek, Executive Director of Academics jrebarchek@trinitybasin.net

Meeting the Needs of All Learners

TBP Student Services Guidelines and Expectations

For parents of special population students enrolled at Trinity Basin Preparatory, the following protocols will be in place:

Equity and Access: Students with disabilities or language difficulties shall not be excluded from, or be denied the benefits of general education programming on the basis of disability as long as the Admission, Review, and Dismissal (ARD) committee, Section 504 committee, or LPAC committee determines that participation in general education programming is appropriate to provide them a Free Appropriate Public Education (FAPE) with or without the provision of appropriate and individualized accommodations, modifications, aids, supports, and/or services.

Individual Education Plans (IEPs) and Section 504 Plans: For students with disabilities, TBP shall convene an ARD or Section 504 committee meeting at least annually to develop an IEP or Section 504 plan that addresses the student's academic and behavioral needs, accommodations, and services. The IEP/Section 504 plan will be developed through mutual agreement of the team members, including parents. Through this process, TBP is committed to discovering each student's intrinsic needs while designing a program to meet his or her instructional needs. During the ARD or Section 504 meeting, the committee will review the student's progress and make decisions based on research-based strategies and evaluations. Reviewing data allows TBP to monitor each student's performance so that the ARD or Section 504 committee can tailor instruction, interventions, and services to best support the student's growth. If the data during the year reveals that the student is making limited or no progress, the ARD or Section 504 committee will re-convene to revise the services, goals, aids, supports, accommodations, and modifications that will be required in order for the student to demonstrate academic and behavioral progress.

Supporting English Learners: TBP supports English Learners by ensuring that students in PreK-5th grade are served by teachers that are ESL certified. Students in 6th-8th grade are provided instruction from at least one ESL certified teacher. ESL certified teachers target language development within grade-level instruction across all content areas. Teachers use a wide range of scaffolding and culturally responsive strategies to make content comprehensible to students with an emphasis on second language acquisition methods. Every campus has at least one ESL Specialist that assists ESL certified teachers in providing appropriate support to English Learners. ESL Specialists also provide direct small group instruction to English Learners that need additional intensive support beyond the regular classroom. Students who have recently immigrated from a country outside the United States are provided intensive small group instructional support from the District English Learner Specialist through our Newcomer Program. The Newcomer Program focuses on intensive targeted strategies to accelerate language acquisition of non-English speakers.

Interventions for Struggling Learners: TBP is committed to helping all students be successful and grow their skills. TBP utilizes the Response to Intervention (RtI) approach to provide all students the opportunity to learn and work at their grade level. Campus and district staff regularly analyze student performance data to identify students who may need intervention or additional support. When students struggle to learn concepts or social skills, TBP classroom teachers utilize a variety of research-based strategies to help students be more successful. These research-based strategies serve as interventions that teachers provide in small-group or individual settings within the classroom or with the RtI Specialist. Teachers and RtI Specialists monitor how each student responds to the interventions and make recommendations for intervention adjustment.

If students consistently struggle to make progress with intensive intervention, an RtI committee consisting of the student's parent, teacher, and other campus staff may recommend additional evaluation to determine the student's need for additional services and supports.

Related Special Education Services: Related services help students with disabilities benefit from their special education by providing extra help and support in needed areas. Related services can include, but are not limited to, speech and audiology services, occupational therapy, physical therapy, psychological services, orientation and mobility services, parent counseling and training, school health services, and adaptive physical education. TBP special education staff are committed to providing high-quality related services

Parental Role: TBP values the partnership between parents and schools in the success of our students. Open communication between parents and schools about the student progress help parents to be active participants in their child's learning. Parents play an important role as a member of the ARD and 504 committee in making educational decisions for their students. TBP provides opportunities throughout the year to support parents on a variety of topics through our Parent University. Parents of special population students are provided additional support through workshops, resources, and parent training specific to student disabilities, language acquisition, or academic areas to help students translate skills they learn at school into their daily home activities.

Assistive Technology and Equipment: Parents must understand and acknowledge that any equipment provided by TBP remains the property of TBP and must be returned if the student withdraws, graduates, or services are otherwise terminated. Parents and students must commit to using assistive technology as directed and make best efforts to avoid damage to either hardware or software. Misuse of, or damage to, the technology despite warnings and training is a factor that the student's ARD committee may consider in determining whether assistive technology is appropriate to meet the student's needs.

Trinity Basin Preparatory is committed to meeting the unique needs of students with disabilities, language difficulties, and academic struggles by ensuring that ARD, 504, LPAC, and RtI committees convene as needed to discuss needs, review progress, and make individualized recommendations for our special population students in order to provide a Free Appropriate Public Education.

Counseling Services

Trinity Basin Preparatory is committed to providing a safe, inclusive, and positive learning environment that focuses on supporting the holistic needs of students and their families. Through counseling services and family engagement, we strive to transform school culture and climate, promote high scholastic and moral gauges, impact student achievement and unlock the full potential of students and staff. Our charge is to create healthy learning environments that are safe, conducive to the learning needs of all students, and advance mental health awareness of students, staff, and families.

School Counselor

Each TBP campus has at least one full-time school counselor. School counselors implement developmental school counseling programming that focus on student outcome, teach students social and emotional learning (SEL) competencies, and increase student awareness of career and post-secondary education.

Counseling Program Goals

- To provide all students with opportunities, access, and information on post-secondary options
- To strengthen and expand the guidance skills and knowledge needed to serve our student population and their parents/guardians through professional development, workshops, and training sessions
- To infuse social-emotional learning and development via elementary and secondary counseling programs
- To provide effective individual and group counseling sessions
- To utilize district designated software for college, career planning, and goal setting with students and parents/guardians

Direct and Indirect Counseling Services

School Counselors provide services to students, parents, school staff, and the community in the following areas:

Direct Services with Students:

TBP School Counselors provide direct counseling services based on the content standards are identified through a needs-assessment at the campus or district level in the following areas:

- Self-understanding and interpersonal relations
- Self-direction
- Decision making and problem-solving
- Teamwork and cooperation
- Cultural awareness
- Career/post-secondary investigation, options, and planning
- Organization and time management
- Communication
- Peer pressure, conflict resolution, and peer mediation

Direct Services include:

Classroom Guidance: School Counselors, in collaboration with teachers, deliver a large group learning activity or unit in the classroom.

Group Activities: Counselors facilitate group sessions in the classroom to respond to students' identified interests or needs. School Counselors plan and lead structured activities that are designed to increase the skills and knowledge of student participants.

Lesson Plan/Activities: The school counseling program is a written document with lesson plans

that have identified goals, student competencies, activities for achieving the competencies, and a suggested timeline for implementation by grade level.

Scope and Sequence: The school counseling framework has a scope and sequence, which identifies what is taught at each grade level.

Indirect Services for Students:

Within the school community, School Counselors provide leadership and expertise by engaging in the following activities:

- Develop a plan to communicate school counseling program mission, goals, outcomes, activities and services to all constituents served by the school counseling program
- Collaborate with teachers, administrators, and parents regarding student needs
- Provide professional development and information to faculty and staff on student-related issues, partner with administrators and teachers to remove barriers to academic success, develop strategies to enable students to achieve academic success, and close the achievement gap
- Conduct parent education programs in collaboration with community engagement specialists
- Participate in and contribute to building and district-wide leadership teams on school improvement, strategic plans, school culture, and climate planning
- Collect, analyze and use data to show how the school counseling program contributes to student success and makes improvements to programming
- Assist teachers with developing and implementing Social Emotional Learning competencies in the classroom

Counseling Referral Process

A referral is made to the school counselor when concern for a student is present. Referrals may include self-referral by students encountering an issue, concerned friends/peers, parent(s)/guardian(s), teachers, administration, and additionally other school support staff. Crisis interventions are required in circumstances that warrant immediate attention, (e.g., peer worry about the individual security/safety of another student, passing of a pet or relative, physical as well as sexual maltreatment). The school counselor may determine that other resources would be appropriate, including referral to other staff within the educational system, for example, the school principal, school nurse, or student support team members. An outside referral may be fundamental when an issue introduced is beyond the scope of practice, training, or potentially mastery of school district personnel. In the case of suspected child abuse or neglect, the school counselor has a legal mandate to report through Child Protective Services.

Trauma-Informed Intervention

Trinity Basin Preparatory recognizes that students may have experienced trauma due to COVID-19, factors of low socio-economic status, family structure, or other factors. For the 2021-2022 school year, TBP will implement the Trust-Based Relational Intervention (TBRI) therapeutic model that trains educators to provide effective support and trauma-informed intervention for at-risk children. TBRI is designed to meet the complex needs of children who have experienced adversity, early harm, toxic stress, and/or trauma. Through implementation of the TBRI program, TBP will empower teachers, counselors, parents, and students with the tools for students to build trusting relationships that result in improved well-being and self-confidence.

Wrap-Around Services for Families

Wrap-around services are supports provided to students and their families outside of the school system.

Family Engagement- All TBP campuses receive Title I funds and are required to provide opportunities for Family Engagement. The TBP Parent University program offers a variety of workshops and informational sessions to help parents better support their child's academic and social-emotional skills at home.

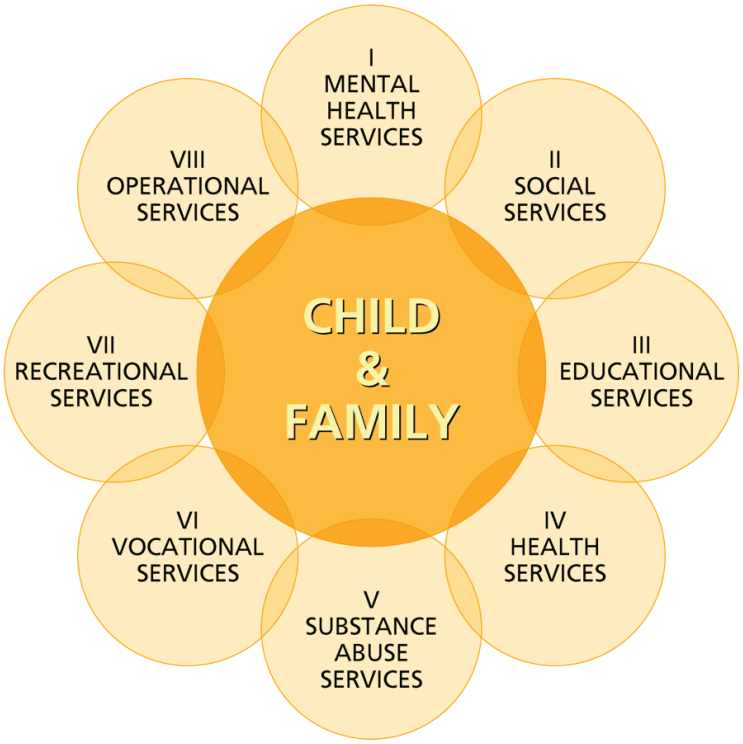
Crisis and Mental Health Support- Parents can learn to implement TBRI Trust-based parenting skills through training sessions provided by the Counseling and Family Engagement Coordinator. Parents will learn how to recognize and address trauma that children may experience. TBP Counselors can also connect families with therapy providers outside the school system for more intensive counseling support.

Community-Based Resources and Operational Services- TBP partners with multiple local non-profit organizations to provide food and goods to families in need. Many of these local non-profit organizations provide uniform assistance to our students.

Health Services Support- TBP offers families a variety of health services support including assistance with vaccinations, eye examinations and eyewear, routine screenings for hearing and vision, and assists with connecting families to health services through local social services.

Substance Abuse Services- School counselors provide guidance lessons and small group counseling support to students concerning substance abuse prevention. The Counseling and Family Engagement Coordinator and school counselors help connect families that have experienced substance abuse to local substance abuse counseling providers.

Social Services Support- Social services are a range of public services intended to provide support and assistance to disadvantaged students and families. TBP counseling and family engagement staff can assist parents in connecting to services such as SNAP-Ed, WIC, and other state agencies.



Contacts:

Dr. Jennifer Oliver, Executive Director of Student Services	joliver@trinitybasin.net
Valencia Ashley, Special Education Coordinator	vashley@trinitybasin.net
Mekasha Brown, RTI/504/Dyslexia Coordinator	mebrown@trinitybasin.net
Beki Reed, ESL Coordinator	rreed@trinitybasin.net
Holly Vasquez, Counseling and Family Engagement Coordinator	hvasquez@trinitybasin.net

Culture and Environment

Routines and Procedures

When routines and procedures are carefully taught, modeled, and established in the classroom, children know what's expected of them and how to do certain things on their own. Having predictable patterns in place allows teachers to spend more time in meaningful, impactful instruction. TBP campuses establish effective routines and procedures to create environments that make it easier for students to learn and achieve more. Routines and procedures help TBP teachers and staff developing norms, setting expectations, and building positive relationships.

Schoolwide Rules and Procedures and Teacher Developed Classroom

- Clear and specific rules and procedures are in place for the running of the school
- Rules and procedures are articulated in the campus procedural manual.
- PreK through 2nd grade classrooms will implement Conscious Discipline principles to help students learn self-regulation and executive function resulting in students exhibiting appropriate behavior and readiness for learning.

Campus Emergency Operation Plan EOP – includes a Campus Communication Plan

- Faculty and staff know the emergency management procedures and how to implement them for specific incidents
- Evidence of practicing emergency management procedures for specific incidents is available.
- Evidence of updates to emergency management plans is available
- The school has a means of communicating to parents about issues regarding school safety (e.g., call-out system)
- The school coordinates with local law enforcement agencies regarding school safety issues
- The school engages parents and community regarding issues of school safety
- Conduct consistent safety checks around the building to ensure the facilities are in compliance with safety standards
- Every campus has a full-time security guard to ensure the safety of our students and staff

Well-Maintained Facilities

- Day/Night custodial teams are well trained in disinfecting & cleaning procedures. TBP continues to invest heavily on cleaning equipment.
- TBP has employed knowledgeable facility technicians to ensure repairs are done timely and correctly. These technicians also ensure school campuses remain clean and safe for students and staff.
- Utilize a work-order system to allow for timely reporting of building maintenance needed.
- TBP devotes resources to replace/service outdated facility equipment (e.g. HVAC units). Preventative maintenance schedules are in place to ensure optimal operation.
- Weekly audits are done at each campus by a third-party professional cleaning company to ensure there are no cleaning deficiencies present at the schools.
- With TBP continuing to expand, janitorial/maintenance friendly features are incorporated during the design phase. This ensures our new schools remain pristine and top notch.
- Strive to keep campus and district grounds clean, orderly, and aesthetically pleasing to promote a positive outlook of school and education

Titan Core Values Mindset

T Who are we:

Trinity Basin Preparatory is a free public charter school with campuses in Dallas and Fort Worth. Since opening its first campus in 1999, Trinity Basin Preparatory has expanded to provide a safe, disciplined learning environment focusing on literacy and language acquisition skills for thousands of students, ages 3 years through 8th grade.

B 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.

P Mission and Core Values:

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.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.

Leaders at All Levels

Professional Learning

Effective professional learning focuses on improving the skills educators need in order to address students' major learning challenges and increase student achievement. To truly exhibit the Titan core value of Tenacity in the Leadership Profile, TBP educators must have a growth mindset about the development and refinement of their own skills. Educators that have a growth mindset place a high value on learning, are open to feedback, and have high expectations for themselves and students. At the beginning of the year, TBP district and campus staff analyze data to determine campus and district professional learning needs. Based on those needs, campus and district staff create a sequence of professional development sessions to conduct over the year. Principals and instructional coaches establish checkpoints to monitor the implementation of the skills teachers learn from professional development sessions. Through those checkpoints, campus and district staff determine additional support, coaching, or professional development needed to help students and teachers be successful.

Contact Information:

Jodi Rebarchek, Executive Director of Academics

jrebarchek@trinitybasin.net