

**Trinity Basin Preparatory  
District Improvement Plan  
2023-2024**



# Mission Statement

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

## Vision

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

## Value Statement

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Trinity Basin Preparatory is a free public charter school that was founded in 1998. Since opening the first campus in 1999 in Oak Cliff, Trinity Basin Preparatory has expanded to provide a safe, disciplined learning environment for more than 6,600 students in grades PK3 through 12 now with the addition of our High Point Academy campuses in Ft. Worth and White Settlement. Trinity Basin Preparatory now has 4 campuses in Dallas/Oak Cliff, three in Fort Worth, one in Mesquite, one in Grand Prairie, and the 3 HPA campuses. We are focused on providing an education that focuses on five high impact levers: 1. High Quality Curriculum, 2. Strong Instructional Practices, 3. Student Progress, 4. Meeting the Needs of All Learners, and 5. Culture and Environment. Expectations on our campuses are very high for students and faculty in order to foster an environment of achievement and success. Teachers who are successful within our organization understand the need to reach each individual student, regardless of any perceived learning barriers. At Trinity Basin Preparatory, we believe every child can succeed, and our teachers, staff, and administrators are all dedicated to that success.

Ethnic distribution:

African American - 10.2%

Hispanic - 85%

White - 1.4%

Asian - 2.4%

Economically Disadvantaged: 91.1%

English Learners: 56.4%

At-Risk 82.3%

Special Education: 10.4%

### Demographics Strengths

The strength of TBP is the people. The Titan families of parents, students, and staff believe in the mission, vision and core values of TBP.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student attendance remains below 95% average. **Root Cause:** Recovering from COVID at home learning and expectations.

**Problem Statement 2:** Staff Recruitment remains low. **Root Cause:** Pay, location, and environment in education today.

# Student Learning

## Student Learning Summary

**TRINITY BASIN PREPARATORY**

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

- PROFILE
- PERFORMANCE
- FINANCE
- SCHOOLS

### Overall Rating



85 out of 100

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

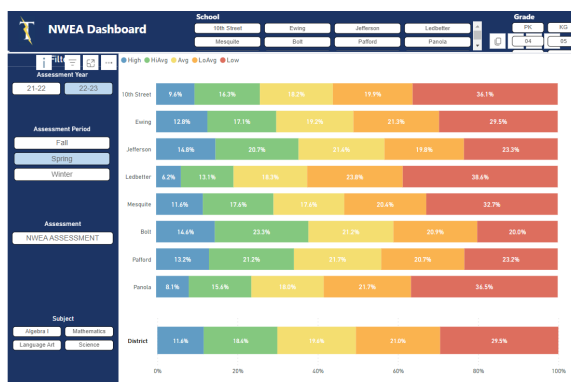
**Address:**  
2730 N Hwy 360  
Grand Prairie, TX 75050

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

**Superintendent Name:**  
Mr Randal C Shaffer

[DISTRICT WEBSITE](#)

- TELL ME MORE
- ADDITIONAL DETAILS



## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** COVID learning loss continues to cause disruption, as well as inconsistencies of staff quality and integrity to implement the academic model. **Root Cause:** Lack of incoming educators for post-secondary institutions and ISD recruiting charter teachers.

# District Processes & Programs

## District Processes & Programs Summary

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

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Integrity to implementation of HQIM across district to prevent overwhelming teachers but continue to accelerate learning for all students, while adding HPA to year 1 of HQIM. **Root Cause:** Teacher capacity and merger.

# Perceptions

## Perceptions Summary

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

1. Truthful: We seek and speak the truth. We operate with integrity and honesty.
2. Innovative: We are creative and use resourcefulness in solving problems.
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.
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The vision of Trinity Basin Preparatory is to provide meaningful educational choice to families across Texas. We do this by building and maintaining a system of charter schools that are academically successful and financially strong.

## Perceptions Strengths

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

Strong and aligned systems. Levels of supports at all levels from Central to Campus for students, parents and staff.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Competition among charter and ISD is increasing, and there is a threat to organizational sustainability. **Root Cause:** Saturation of charter, and political environment of school choice.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data
- T-P ESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: October 16, 2023





**Goal 1:** Organization Sustainability- Ensure the structure and focus of current department systems are implemented for sustainability and scalability.

**Performance Objective 1:** 1.1 Develop and Implement Strong District Strategic Planning

**High Priority**

**Evaluation Data Sources:** District Strategic Plan: [https://docs.google.com/spreadsheets/d/1xh9eiM5hvVwBug9\\_DTRn3DqMs\\_5ImQr8Xu7Uglthi44/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1xh9eiM5hvVwBug9_DTRn3DqMs_5ImQr8Xu7Uglthi44/edit?usp=sharing)  
District Scorecard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.1.A. Building and implementing strong yearly strategic action plan in every department - core components: priorities, objectives, key results, intended impact with phased implementation to achieve plan.</p> <p><b>Strategy's Expected Result/Impact:</b> TBP will ensure the structure and focus of current department systems are implemented for sustainability and scalability.</p> <p><b>Staff Responsible for Monitoring:</b> CEO, Board, Deputy Superintendent</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.1.B. Monitor and evaluate intended outcomes of department objectives and measure success based on pre-established yearly goals on a District Scorecard.</p> <p><b>Strategy's Expected Result/Impact:</b> TBP will ensure the structure and focus of current department systems are implemented for sustainability and scalability.</p> <p><b>Staff Responsible for Monitoring:</b> CEO, Board, Deputy Superintendent</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1.1.C. Review and present District Priorities, Objectives and Scorecard to Board and CEO July and January.</p> <p><b>Strategy's Expected Result/Impact:</b> TBP will ensure the structure and focus of current department systems are implemented for sustainability and scalability.</p> <p><b>Staff Responsible for Monitoring:</b> CEO, Board, Deputy Superintendent</p> <p><b>Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Organization Sustainability- Ensure the structure and focus of current department systems are implemented for sustainability and scalability.

**Performance Objective 2:** 1.2 Grow with Intention - not sacrificing current quality or culture for expansion.

**High Priority**

**Evaluation Data Sources:** Strategic Plan, Growth sub-committee, and internal control documents.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1.2.A. Develop and implement strong financial plan with efficient budgeting for current schools needs and future planning. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer and Executive Director of Finance  <b>Equity Plan</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 1.2.B. Create and implement strong launch plan for new schools to include community engagement, market analysis and launch phases. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 1.2.C. Provide yearly facility maintenance plan by critical, right now long term facility planning. <b>Staff Responsible for Monitoring:</b> Chief Operating Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 1.2.D. Implement and monitor Enrollment and Recruitment Plan <b>Staff Responsible for Monitoring:</b> Chief Development Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Organization Sustainability- Ensure the structure and focus of current department systems are implemented for sustainability and scalability.

**Performance Objective 3:** 1.3 Develop and Implement Strong System Design for Organization Sustainability

**High Priority**

**Evaluation Data Sources:** District Scorecard, department performance evaluations, board feedback and staff survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1.3.A. Sustain brand management plan. <b>Staff Responsible for Monitoring:</b> Chief Development Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 1.3.B. Develop, implement and regularly update a district-wide, comprehensive calendar containing all relevant information across all levels of the organization. <b>Staff Responsible for Monitoring:</b> Chief Operating Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 1.3.C. Create and update appropriate user-friendly operations and procedure manuals for departments across the organization with significant input from end users. <b>Staff Responsible for Monitoring:</b> Chief Legal Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 1.3.D. Develop, implement and monitor a process to accurately and clearly define and communicate the specific responsibilities, authority, and reporting requirements of every individual position and department in the organization <b>Staff Responsible for Monitoring:</b> Chief Human Resources	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** Positive Student Outcomes - Ensure all students achieve academic growth and are prepared for their next phase in education and career.

**Performance Objective 1:** 2.1 Implement Equitable Education Programming and High Impact Experience for All Students

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** By the end of the SY24 (August), All students in all grades and content will perform 45% Meets, 75% Approaches and 20% Masters on STAAR. 70% of all students in all grades have met or exceeded expected growth on NWEA MAP.

District: MAP, Interim and STAAR \*set quantitative goal after EOY and STAAR release in August  
 \*80% of students identified for intervention through MTSS progress through MTSS process/protocols.

75% of staff indicate through survey capture, that they have the PD and coaching support needed to successfully achieve district goals in their classrooms.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2.1.A Implement High Quality Instructional Materials with Integrity in all Content Areas and Pre Tech and Tech Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student learning and provide students with equitable access to content rich, culturally and linguistically relevant, free from bias, research-based and aligned to the Texas Essential Knowledge and Skills high quality instructional materials.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2.1.B Cultivate Strong Instructional Staff focused on sustaining a high impact student learning experience for all students</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support and development to teachers through HQIM and aligned professional learning supports through pre-service, in-service, Content Based Professional Learning, Mentor Program, New Teacher Academy and one-on-one coaching with administrator, instructional coaches and specialists.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<b>Strategy 3: 2.1.C Implement a Diverse Learners Focus through Multi-Tiered System of Support</b> <b>Strategy's Expected Result/Impact:</b> Increase in Student Annual Growth and Achievement in Special Populations (especially top 4 super groups in accountability). <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Results Driven Accountability - Equity Plan</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4: 2.1.D Ensure All Students are Working Towards Postsecondary Future Readiness</b> <b>Strategy's Expected Result/Impact:</b> Provide opportunities for students to explore, select, and define a career or field of interest, and support students in learning and developing durable skills (also known as soft skills) to help students find success in their careers and communities. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Equity Plan</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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



**Goal 2:** Positive Student Outcomes - Ensure all students achieve academic growth and are prepared for their next phase in education and career.

**Performance Objective 2:** 2.2 Create and Sustain Strong Staff and Student Culture, Routines, and Procedures on all Campuses

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 2.2.A</b> Create and Implement Articulated Student and Staff Culture Plans with key components that must encompass diversity, equity and inclusion elements with defined criteria of strong routines and plan to practice on campus and ongoing inspections.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure all schools have created inclusive and culturally responsive environments to embody the elements of justice, quality, equity and human dignity through positive student-teacher relationships, trauma informed teacher and social emotional learning curriculum and activities.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer and Chief of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2: 2.2.B</b> Set minimum standards of classroom routines, procedures and environmental checklists to be implemented and monitored in unity across the district.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2: Positive Student Outcomes** - Ensure all students achieve academic growth and are prepared for their next phase in education and career.

**Performance Objective 3: 2.3 Cultivate Strong Family-School Partnership**

Strategy 1 Details	Reviews			
<b>Strategy 1: 2.3.A</b> Develop District Family Engagement Plan to include but not limited to Parent/Family Nights, Content Nights, Extra Curricular Showcases <b>Strategy's Expected Result/Impact:</b> Schools with strong family-school partnerships make it a priority to learn about families, foster respectful attitudes and intentional relationship strong two-way communication about events, opportunities, student growth, progress and success.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2: 2.3.B</b> Implement and Communicate Parent Standards and Agreement.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3: 2.3.C</b> Implement effective two way communication using multiple methods to support students and parents.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4: 2.3.D</b> Provide expectations on sharing student progress with parents.	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2:** Positive Student Outcomes - Ensure all students achieve academic growth and are prepared for their next phase in education and career.

**Performance Objective 4:** 2.4 Cultivate Strong Community Partnerships

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 2.4.A Create a District Advisory Committee consisting of Community Partners focused on developing and growing programs that offer opportunities for students and families.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3: Human Capital & Development** - Ensure effective management, support, and development of all levels of staff to be highly proficient and actively engaged.

**Performance Objective 1: 3.1 Create and Implement District-wide Professional Development Yearly Plan**

Strategy 1 Details	Reviews			
<b>Strategy 1: 3.1.A.</b> Implement high quality professional development plans focused on department specific goals and critical actions. <b>Staff Responsible for Monitoring:</b> Chief of Human Resources and Chief Academic Officer  <b>Equity Plan</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2: 3.1.B.</b> Engage and gather feedback from multiple stakeholder groups on development topics needed to increase human capital development. <b>Staff Responsible for Monitoring:</b> Chief of Human Resources and Chief Academic Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3: 3.1.C.</b> Collect and analyze delivery and success of implemented professional development plans to increase impact of PD plan going forward. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3: Human Capital & Development** - Ensure effective management, support, and development of all levels of staff to be highly proficient and actively engaged.

**Performance Objective 2: 3.2 Build Strong Inclusive Culture** focused on Employee Engagement, Recruitment, Retention and Well-being

Strategy 1 Details	Reviews			
<b>Strategy 1: 3.2.A.</b> Set and maintain staff culture components in all departments and on campuses focused diversity, equity, inclusion, collaboration, Titan Core Values and Gold Standards of Customer Service. <b>Staff Responsible for Monitoring:</b> Executive Team - supervised by Deputy Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2: 3.2.B.</b> Create a robust on-boarding plan that sets employees up for success by identifying organizational goals, objectives, and a comprehensive introduction to the organization expectations. <b>Staff Responsible for Monitoring:</b> Chief of Human Resources	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3: 3.2.C.</b> Recognize and reward employees regularly. <b>Staff Responsible for Monitoring:</b> Chief of Human Resources	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4: 3.2.D.</b> District Safety Planning to include district and campus emergency operation plans, Response Protocol, Parent and Community Outreach for Safety Expectations and Support. <b>Staff Responsible for Monitoring:</b> Chief Operations Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5: 3.2.E.</b> Create a District Advisory Committee focused on developing and growing programs that offer leadership training opportunities for staff. <b>Strategy's Expected Result/Impact:</b> The TBP Advisory Committee (TAC) serves an important role in the educational community by providing input and guidance to schools and educational organizations. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 3:** Human Capital & Development - Ensure effective management, support, and development of all levels of staff to be highly proficient and actively engaged.

**Performance Objective 3:** 3.3 Develop and Implement High Impact Performance System tied to objectives and intended outcomes of the approved strategic plans.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 3.3.A. Create and implement Performance Evaluation System in all departments <b>Staff Responsible for Monitoring:</b> Chief of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 3.3. B. Performance tied to Salary Recommendations <b>Staff Responsible for Monitoring:</b> Chief of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# RDA Strategies

Goal	Objective	Strategy	Description
2	1	3	2.1.C Implement a Diverse Learners Focus through Multi-Tiered System of Support