

Trinity Basin Preparatory
Ewing Campus
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Trinity Basin Preparatory at Ewing is a public charter school in the DFW area serving students from PreK3 through 4th grade. Ewing currently has 435 students as of September 2024. The campus is primarily made up of low socioeconomic students that are predominantly Hispanic.

Ewing has strong ties to the community and neighborhood. It has a strong PTO presence. Overall, Ewing is a Trinity Basin campus that services diverse families throughout the Dallas Metroplex.

Grade Span: Prek3 - 4th Grade

Enrollment Size: 435 students (September 2024)

Breakdown by Ethnicity:

- White:
- Hispanic:
- African American:
- Male:
- Female:
- SPED: 14% (61/435)
- 504:
- TAG:
- Economically Disadvantaged: 99%
- Dyslexia: 14%
- At Risk:
- LEP: 84.8%

Demographics Strengths

Trinity Basin Preparatory at Ewing has been able to retain student enrollment.

Student Learning

Student Learning Summary

Retention Data:

STAAR by Grades:

Reading:

- 3rd - 28% DNM, 71.83% APP, 28.17% MET, 5.63% MAST - Domain 1 = D, 60
- 4th - 34.15% DNM, 65.85% APP, 30.49% MET, 9.76% MAST - Domain 1 = D, 60
- Reading Overall Domain 1 = D, 60

Math:

- 3rd - 43.08% DNM, 56.92% APP, 21.54% MET, 1.54% MAST - Domain 1 = F, 53
- 4th - 42.68% DNM, 57.32% APP, 39.02% MET, 20.73% MAST - Domain 1 = D, 67
- Math Overall Domain 1 = F, 59

SPED STAAR:

- 27% approaches in Math STAAR assessment
- 36% approaches in Reading STAAR assessment

STAAR Campus Overall Domain 1 = F, 59

K-2 mClass:

ADD mClass data here

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special education is not making adequate progress on STAAR testing. The Spring STAAR administration demonstrated that 31% of SPED STAAR assessments were at least at the "approaches" achievement band. **Root Cause:** SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Problem Statement 2 (Prioritized): Based on the 2024 STAAR, our number of students at the meets and masters levels were ___% and ___%. **Root Cause:** Lack of professional development opportunities and data driven instruction.

School Processes & Programs

School Processes & Programs Summary

Data Sources: 2024 STAAR, MAP assessment, Parent Survey, Principal Onboarding Survey (June 2024)

Curriculum, Instruction & Assessment:

School Context & Organization:

Technology & Innovation:

Staff Quality, Recruitment & Retention:

- # provisional / certified teachers
- 38/45 returning staff members

Curriculum, Instruction & Assessment:

School Context & Organization:

Technology & Innovation:

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Missed opportunities for alignment of campus wide systems and procedures. **Root Cause:** No follow through or systems put in place from administration and administrative turn-over. Three principals in the last three years.

Perceptions

Perceptions Summary

Source: Parent Survey, Principal Onboarding Survey

Overall our campus scored a 4.04/5 stars on level of satisfaction with the education students are receiving. Parents reported that they like the class sizes and communication they receive from teachers and the campus.

An area of opportunity lies in creating opportunities for parent involvement. Overall we scored 3.9/5 stars in this area.

Internally, while teachers enjoy the campus culture and cohesiveness, some of the desired changes from staff based on the Principal Onboarding Survey were organization, a behavior management system and cohesiveness.

Perceptions Strengths

Staff culture. Staff members reported in the Principal Onboarding Survey that they enjoy the campus culture of cohesiveness amongst staff members. In total we have 38/45 returning staff members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent survey indicated that there were not enough opportunities for parent involvement. **Root Cause:** There was not sufficient communication as to the opportunities being provided on campus.

Priority Problem Statements

Problem Statement 1: Special education is not making adequate progress on STAAR testing. The Spring STAAR administration demonstrated that 31% of SPED STAAR assessments were at least at the "approaches" achievement band.

Root Cause 1: SPED teachers have been inexperienced or new to the position and a lack of collaboration between the SPED department and classroom teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on the 2024 STAAR, our number of students at the meets and masters levels were ____% and ____%.

Root Cause 2: Lack of professional development opportunities and data driven instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Missed opportunities for alignment of campus wide systems and procedures.

Root Cause 3: No follow through or systems put in place from administration and administrative turn-over. Three principals in the last three years.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent survey indicated that there were not enough opportunities for parent involvement.

Root Cause 4: There was not sufficient communication as to the opportunities being provided on campus.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 1: All PreK-12th grade learners will be provided high quality Tier 1 instruction that is aligned to the TEKS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will fill out lesson plan template and internalization form associating each lesson with a TEK Strategy's Expected Result/Impact: An accurate representation of student data based upon true Tier 1 instruction tied to state objectives Staff Responsible for Monitoring: AP	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Teachers are tiered and on coaching cycles that encourage self-reflection and feedback. Strategy's Expected Result/Impact: Increased student academic performance on exit tickets, campus assessments, and district assessments.	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 2: All subpopulation indicators will meet the academic targets in Closing the Gaps on the 2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

Strategy 1 Details	Reviews			
Strategy 1: Teachers are expected to review and analyze data and attend scheduled data meetings with campus administration. Data meetings will focus on targeted areas such as student growth and special population data trends. Strategy's Expected Result/Impact: Increase teacher knowledge/ownership on state accountability, intentional planning for meeting the individual needs of students in special populations subgroups.	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 3: Implement a comprehensive Lesson Internalization Framework to ensure that 100% of educators effectively internalize, adapt, and deliver lessons aligned with curriculum standards, fostering consistent and high-quality instruction across all classrooms

Strategy 1 Details	Reviews			
Strategy 1: Campus expectations are set and reinforced for teachers to submit evidence of lesson internalization prior to CBPL's . Teachers are expected to rehearse lessons and implement feedback provided by both administrators and coaches. Strategy's Expected Result/Impact: Teachers will execute high quality instruction consistently	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Teachers are tiered and placed in coaching cycles to receive feedback from both specialists and campus administration. Strategy's Expected Result/Impact: Consistent implementation of high quality instruction. Staff Responsible for Monitoring: Campus specialists, Principal	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners

Strategy 1 Details	Reviews			
Strategy 1: Teachers are provided a designated time to discuss trends in student data and plans for intervention. Strategy's Expected Result/Impact: Increased data literacy, more strategic tier 2 and tier 3 interventions for students	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 2: Campus instructional leaders utilize training and ongoing district coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with professional development based upon coaching from district leadership such as: MTSS practices, campus behavior management strategies, tier 2 and 3 interventions, ESL strategies Strategy's Expected Result/Impact: Campus alignment and understanding with district expectations; Teachers ongoing development for growth	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 3: Instructional leaders will provide professional learning, coaching, and support for classroom educators in implementation of Tier 1 instructional strategies with specific focus on small group instruction and using formative assessments in the classroom

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 4: Continue progress on HB3 Board Goals (Early Literacy, Math, CCMR)

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 1: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS will occur.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will outline Tier 2 and Tier 3 interventions within each lesson plan that is monitored at each CBPL. Strategy's Expected Result/Impact: Timely implementation of intervention for students, correct identification of students who are in need to special education services.	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Campus wide behavioral management matrices are created for each classroom and general areas that outline expectations for both students and staff.	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 2: Strengthen monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of attendance intervention plans.

Strategy 1 Details	Reviews			
Strategy 1: Create a campus-based incentive program that rewards students and teachers for attendance.	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Create and implement an attendance communication plan from campus to families	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 3: Create and implement an extensive community engagement plan

Strategy 1 Details	Reviews			
Strategy 1: PTO meetings once a month with campus principal and president. A minimum of 2 family engagement events are hosted each month. Strategy's Expected Result/Impact: Retained enrollment, increased support from community stakeholders. increased financial contributions for campus activities.	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Host a parent site team once a month to conduct instructional walks on campus and recruit feedback on campus perception and performance. Strategy's Expected Result/Impact: Increased fidelity in instructional practices, decreased behavior infractions,	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 4: Maintain updated EOP and all required District safety, security, and wellbeing practices

Strategy 1 Details	Reviews			
Strategy 1: Train staff on Standard Response Protocols (SRP) and conduct monthly and semester based drills according to a defined schedule.	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				