

Trinity Basin Preparatory
Tyler Street Campus
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction: Tyler Street Campus has rigorous curriculum that supports the growth of all learners. Our Pre-K3 curriculum (Frog Street) enhances literacy development but also lays the foundation for math concepts with the integration of STEAM content. This curriculum aides in the transition of our Pre-K4 curriculum which includes Eureka squared, CLI, and Amplify CKLA. The pre-K4 curriculum is build upon the science of reading and is engaging and robust approach to foundational skills instruction. Our Kindergarten through 4th grade utilizes Amplify and Eureka as core instruction. In addition to curriculum, teachers are expected to execute the instructional content coupled with Teach Like a Champion (TLAC) strategies. The positive behavioral expectations of students and staff are taught explicitly and monitored with fidelity in the same capacity as executing the curriculum.

Organization/Scheduling: Tyler Street campus utilizes high quality instructional materials each day. Our goal for teachers is to be lifelong learners that self-reflect and provide intentional educational experiences for all students. There are teachers on campus who serve as mentors to Dallas College Resident students who are seeking experience in early childhood. Our master schedule supports student growth by embedded accelerated instructional time in addition to their Tier 1 teaching blocks. The master schedule allows for teacher collaboration with peers and the leadership team for internalization and lesson rehearsals. Our course selection supports the district expectation of creating post-secondary opportunities by allowing all students to participate in steam/pre-tech courses at the elementary level. Our 4th grade scheduling is structured so that all 4th grade students receive 100 minutes of intervention every day.

Professional Development: Tyler street instructional vision is a explicit list of expectations outlined by Research Based Instructional Strategies. Campus based professional development is provided frequently based upon the instructional need of staff and observations from walkthroughs by the instructional team.

Support Services: Tyler street utilizes read 180 as a reading intervention curriculum for students who are struggling readers. Campus support comes from the leadership team, teacher mentors, and district specialists.

School Processes & Programs Strengths

- Tyler street scheduling and processes allow teachers to collaborate with their team effectively.
- Tyler street has a designated literacy and math specialist for the content knowledge support.
- Tyler street has a student interventionist to assist in closing the gaps.
- Tyler street has designated SPED coaches to support our teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Pacing schedules do not allow time for reteaching concepts that have not been mastered.

Problem Statement 2 (Prioritized): Students are significantly behind grade level in reading and math.

Problem Statement 3 (Prioritized): Teachers do not effectively use data to plan for interventions. **Root Cause:** Teachers cannot identify the source of a student's academic

weakness

Perceptions

Perceptions Summary

Tyler street staff and families believe in the academic programming and potential of all students. There is a strong belief that all students are capable of 1 year of growth. Staff retention is a concern for seasoned staff members including administrative staff turnover. As evidenced by anonymous staff surveys, teachers indicate that they feel supported in their classrooms by district specialists and campus administration. There are systems in place for anonymous surveys that gauge the effectiveness of the leadership team and the equity among campus wide decisions. Parent survey data reveal there is great instruction occurring on campus. Parent engagement surveys are provided by the district twice a year with moderate participation in comparison to our student population. Parent site team feedback indicate a change in the positive direction in the areas of high academic expectations and procedures. Community partnerships enjoy the influence the campus has on the surrounding neighborhood in terms of frequent events: garage sales, food pantries, activities for youth. Tyler street communicates with our stakeholders frequently via social media and ParentSquare.

Perceptions Strengths

- Teachers maintain the expectation of connecting with families frequently.
- Our families are involved in the community operations of the school.
- Parents trust that their children are learning in a safe and rigorous environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus assessments such as MAP, mCLASS, IXL, TBA's, TBTA's are expected to be low.

Priority Problem Statements

Problem Statement 1: Students are significantly behind grade level in reading and math.

Root Cause 1:

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Teachers do not effectively use data to plan for interventions.

Root Cause 2: Teachers cannot identify the source of a student's academic weakness

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Campus assessments such as MAP, mCLASS, IXL, TBA's, TBTA's are expected to be low.

Root Cause 3:

Problem Statement 3 Areas: Student Learning - Perceptions

Problem Statement 4: Pacing schedules do not allow time for reteaching concepts that have not been mastered.

Root Cause 4:

Problem Statement 4 Areas: School Processes & Programs

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: Campus Principal Vice Principal	Formative			Summative
	Nov	Feb	May	July
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
 No Progress  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. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	May	July
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 Staff Responsible for Monitoring: Campus principal, assistant principal, district curriculum specialists	Formative			Summative
	Nov	Feb	May	July
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 Problem Statements: Student Learning 2 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Teachers do not effectively use data to plan for interventions. Root Cause: Teachers cannot identify the source of a student's academic weakness
School Processes & Programs
Problem Statement 3: Teachers do not effectively use data to plan for interventions. Root Cause: Teachers cannot identify the source of a student's academic weakness

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 Staff Responsible for Monitoring: Campus Specialists Campus Principal	Formative			Summative
	Nov	Feb	May	July
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 Problem Statements: Student Learning 2 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Teachers do not effectively use data to plan for interventions. Root Cause: Teachers cannot identify the source of a student's academic weakness
School Processes & Programs
Problem Statement 3: Teachers do not effectively use data to plan for interventions. Root Cause: Teachers cannot identify the source of a student's academic weakness

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. Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	May	July
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
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students are significantly behind grade level in reading and math.
Problem Statement 2: Teachers do not effectively use data to plan for interventions. Root Cause: Teachers cannot identify the source of a student's academic weakness
School Processes & Programs
Problem Statement 2: Students are significantly behind grade level in reading and math.
Problem Statement 3: Teachers do not effectively use data to plan for interventions. Root Cause: Teachers cannot identify the source of a student's academic weakness

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
Strategy 2 Details	Reviews			
Strategy 2: Create and implement an attendance communication plan from campus to families Strategy's Expected Result/Impact: Increased communication between campus and families, universal understanding of expectations regarding attendance. Staff Responsible for Monitoring: Attendance Clerk Campus Principal	Formative			Summative
	Nov	Feb	May	July
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. Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July
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, foster connections with the campus and principal.	Formative			Summative
	Nov	Feb	May	July
 No Progress  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. Staff Responsible for Monitoring: Vice Principal	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Trinity Basin Preparatory
West Campus
2024-2025 Campus Improvement Plan

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Priority Problem Statements

Problem Statement 1: SPED students across grade levels are not achieving as well as non-SPED students.

Root Cause 1: The root cause is that teachers are not differentiating adequately or implementing appropriate accommodations for students to demonstrate academic progress.

Problem Statement 1 Areas: Demographics

Problem Statement 2: A greater percentage of students are not attaining meets or masters on STAAR and not all students are at approaches.

Root Cause 2: The root cause is that teachers are not identifying trends in data and identifying gaps early on to provide proper academic interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall, there was regression in the amount of students passing the math STAAR.

Root Cause 3: The root cause is the change of curriculum and a learning gap in implementing strategies taught from the Eureka.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Science was the worst performing STAAR test at West.

Root Cause 4: The change to Stemscopes is less engaging and text heavy therefore students are not invested.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is not consistent parent/teacher communication.

Root Cause 5: Teachers are afraid of backlash from parents and so they neglect to communicate behavior and academic concerns.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers do not feel that there are clear expectations given.

Root Cause 6: Navigating change while trying to do what is mandated at the district level, while allowing for autonomy on campus.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Support staff do not feel encouraged, assured or seen.

Root Cause 7: Focus is on instructional practices of teachers.

Problem Statement 7 Areas: Perceptions

Goals

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

Performance Objective 1: All PreK-5th grade learners will be provided with high quality Tier 1 instruction that is aligned to the TEKS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will effectively and routinely implement whole group instruction that aligns with District SWIC. Staff Responsible for Monitoring: admin, instructional coaches Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will ask targeted questions to pique students' interest and practice TLAC strategies such as "stretch it out" and "no opt out" to expand on answers and assess understanding.	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Teachers will ensure active learning occurs to engage students in hands-on activities to support their understanding and put them at the center of their learning process.	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SPED students across grade levels are not achieving as well as non-SPED students. Root Cause: The root cause is that teachers are not differentiating adequately or implementing appropriate accommodations for students to demonstrate academic progress.
Student Learning
Problem Statement 1: A greater percentage of students are not attaining meets or masters on STAAR and not all students are at approaches. Root Cause: The root cause is that teachers are not identifying trends in data and identifying gaps early on to provide proper academic interventions.

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: Continuously monitor data to identify gaps and help guide small group instruction.	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Stronger focus on SpED population that focuses on Phonics and other foundational skills. Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: SPED students across grade levels are not achieving as well as non-SPED students. Root Cause: The root cause is that teachers are not differentiating adequately or implementing appropriate accommodations for students to demonstrate academic progress.

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: Meet with teachers weekly to discuss upcoming lessons, and clarify misunderstandings and collaborate on effective instructional practices. Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Discuss differentiation and scaffolding techniques to help teachers determine level of mastery following each lesson.	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Teachers do not feel that there are clear expectations given. Root Cause: Navigating change while trying to do what is mandated at the district level, while allowing for autonomy on campus.

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: Conduct data meetings with general education teachers and specialists to identify gaps. Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Ensure that AI time is utilized to address student gaps with small group instruction.	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A greater percentage of students are not attaining meets or masters on STAAR and not all students are at approaches. Root Cause: The root cause is that teachers are not identifying trends in data and identifying gaps early on to provide proper academic interventions.

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.

Strategy 1 Details	Reviews			
Strategy 1: Admin will complete walkthroughs in classrooms regularly searching for specific actions that aide in effective instructional practices.	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: TLAC strategies will be taught and expected to be implemented in classrooms to help with student engagement.	Formative			Summative
	Nov	Feb	May	July
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

Strategy 1 Details	Reviews			
Strategy 1: Coaches and specialists will model whole group and small group lessons to show strategies on maintaining engagement. Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Admin, Coaches and Specialists will provide consistent and in the moment feedback when observing teachers.	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Teachers do not feel that there are clear expectations given. Root Cause: Navigating change while trying to do what is mandated at the district level, while allowing for autonomy on campus.

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)

Strategy 1 Details	Reviews			
Strategy 1: Vocabulary Acquisition-Developing vocabulary to help students expand their "background knowledge.	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Interactive Conversations between Teacher and Students and Students and Students with a focus on open ended questions.	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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: Facilitate consistent conversations on student data that focus on behavior and academics.	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: A focus on positive relationships will be implemented.	Formative			Summative
	Nov	Feb	May	July
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: Require teachers to maintain open lines of communication with parents regarding attendance, academic and grades. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Attendance incentives will be put in place at a school level to encourage students to come to school.	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is not consistent parent/teacher communication. Root Cause: Teachers are afraid of backlash from parents and so they neglect to communicate behavior and academic concerns.

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: Parent Engagement Nights will be held several times per year.	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Celebrations of growing minority groups will be held at the school (For Example: Hispanic Heritage Month)	Formative			Summative
	Nov	Feb	May	July
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: Facilitate monthly required drills (fire, lock down and so forth)	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: School Counselor facilitates Hope Squad, small groups and guidance lessons with fidelity.	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				