

Willis Independent School District

Turner Elementary

2023-2024 Improvement Plan



Mission Statement

Through strong relationships and purposeful instruction, Turner Elementary will collaborate with stakeholders to prepare all students for life long learning and high levels of success.

Vision

At Turner Elementary, students and faculty achieve high levels of success as a learning success as a learning community where all are valued and respected.

Core Beliefs

Educational Excellence

Relationships

Perseverance

Strong Character

Accountability

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Comprehensive Needs Assessment

Revised/Approved: August 10, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Turner elementary has a vibrant community. Parents are generally satisfied with the education their children receive and perceive that their children are nurtured, safe, and adequately challenged. STAAR scores indicate that students at Turner achieve at or above the state average, with the exception of science. PBIS practices are relatively effective, though still in need of refinement. The school functions as a professional learning community, making data-based decisions for students. Attendance rates are slowly rising to match pre-covid attendance levels. Teachers are working daily to fine-tune tier 1 instruction to meet the needs of students, based upon data. Extending student learning for higher achievers will be a focus this upcoming school year.

Demographics

Demographics Summary

Turner Elementary is a learning community which seeks excellence each day. The demographic makeup of our school community has become much more diverse in recent years, allowing our learners to be a part of a culturally and economically diverse school. We believe that all of our students will learn at high levels and our staff performs at high levels to ensure that. We strive to be a campus where students are always the focus, challenges are seen as opportunities for growth, and all are valued and respected.

Campus Size: 428

Student Demographics	Count	Percent
Gender		
Female	227	53.54%
Male	197	46.46%
Ethnicity		
Hispanic-Latino	177	41.75%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	3	0.71%
Black - African American	53	12.50%
Native Hawaiian - Pacific Islander	0	0.00%
White	180	42.45%
Two-or-More	11	2.59%

Student Programs	Count	Percent
Dyslexia	12	2.83%
Gifted and Talented	12	2.83%
Regional Day School Program for the Deaf	1	0.24%
Section 504	21	4.95%
Special Education (SPED)	62	14.62%
Bilingual/ESL		

Student Programs	Count	Percent
Emergent Bilingual (EB)	58	13.68%
Bilingual	0	0.00%
English as a Second Language (ESL)	31	7.31%
Alternative Bilingual Language Program	2	0.47%
Alternative ESL Language Program	7	1.65%

Economic Disadvantage Total	281	66.3%
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Demographics Strengths

A.R. Turner has strong community support, which fosters vibrancy within the learning community. Turner's teachers are all highly qualified to teach in their areas of certification and are equipped to facilitate learning at high levels. STAAR scores have remained near or above the state and district averages, despite the significant population shift experienced over the last few years on campus. MAP scores show that in general, all student groups make above average growth throughout a school year.

Student Learning

Student Learning Summary

According to previous STAAR data, on average, a gap exists between the achievement of students who receive special education services and all students in 3rd and 4th grade reading and math and in 5th grade science. An achievement gap also exists between African American students and all students in 3rd and 4th grade reading and math and in 5th grade science . A much smaller gap exists between students who are economically disadvantaged and all students 3rd and 4th grade reading, math and in 5th grade science. Turner earned a B rating during the 2021-22 school year and STAAR achievement was as follows:

3rd Reading:

Did Not Meet	Approached (and above)	Met (and above)	Mastered
23%	77%	44%	14%

3rd Math:

Did Not Meet	Approached (and above)	Met (and above)	Mastered
21%	79%	48%	13%

4th Reading:

Did Not Meet	Approached (and above)	Met (and above)	Mastered
25%	75%	40%	14%

4th Math:

Did Not Meet	Approached (and above)	Met (and above)	Mastered
30%	70%	47%	22%

5th Reading:

Did Not Meet	Approached (and above)	Met (and above)	Mastered
32%	68%	47%	20%

5th Math:

Did Not Meet	Approached (and above)	Met (and above)	Mastered
28%	72%	28%	8%

5th Science:

Did Not Meet	Approached (and above)	Met (and above)	Mastered
44%	56%	23%	8%

Student achievement is supported in intervention with the use of LLI, CSI, Bridges Math, small group instruction, Exact Path, Study Island, and in-person accelerated instruction with teachers, paraprofessionals, and certified tutors. However, some students receiving interventions struggle with regular attendance, making interventions less impactful on their achievement.

Post-covid attendance rates have been lower (hovering around 94%) than in the past (near 97%). However, these rates are slowly rising each year.

Student Learning Strengths

Turner students had previously (on average) performed higher in math than in reading and science, but that gap is now closing with students having performed at nearly the same level in both math and reading. However, fewer students have performed at the "masters" level this last year than in previous years. Turner performs relatively well at getting students to the approaches and meets levels, most significantly in third grade and especially in third grade math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Attendance rates continue to hover just below 95%. **Root Cause:** Post-Covid perceptions regarding attendance have been problematic.

Problem Statement 2 (Prioritized): STAAR science and math data indicates lower performance (on average) in 4th grade math and 5th grade science than in other content areas
Root Cause: Inconsistent and vertically misaligned science instruction has been observed in grades lower than 5th grade and the lack of math manipulatives in fourth grade math instruction has been observed.

Problem Statement 3 (Prioritized): According to previous STAAR data, on average, a gap exists between the achievement of students who receive special education services and all students in all areas. **Root Cause:** Students receiving special education services often need more exposure to mathematical and science vocabulary in order to fully acquire the vocabulary.

Problem Statement 4 (Prioritized): STAAR scores indicate that fewer students are reaching the "masters" level in all subject areas and grade levels than in previous years. **Root Cause:** Consistent and focused instruction to the highest rigor of the standard is lacking as often the focus shifts to students who are just approaching the standard.

School Processes & Programs

School Processes & Programs Summary

Collaboration is first and foremost at Turner Elementary, with our district Strategic Implementation Guide driving the increasing effectiveness of the collaborative processes at Turner. Weekly extended (90 minute) collaborative meetings take place amongst teacher teams, content coaches, and administrators. These instructional teams plan instruction with student learning in mind. Turner is rich with updated resources to be used for instruction and we strive to use all of these resources to engage students in meaningful learning. Teachers use district guiding documents and the TEKS Resource System to guide the pacing of instruction. Based upon essential standards, unit plans are created and include formative assessments to check for understanding of learning objectives, as well as summative assessments. Daily intervention time is built into the day for Tier 2 intervention, when teachers share students across the grade level to intervene on essential standards not yet mastered. Teacher teams use the IDM data chart to track student progress throughout the unit, based on CFA data and evaluate the assessment of students at the end of each unit.

Tier 3 remedial Rtl at Turner is systematic and strategic, based upon student need, with its effectiveness reviewed monthly. A new program was implemented last year specifically to reinforce reading comprehension skills in tier 3 Reading Rtl (Comprehension Strategy Intervention/CSI). In addition, a new program for math concept intervention was implemented in 2nd-5th grade tier 3 instruction (Bridges Math).

Campus professional development planned for the year is intentional, and continues to focus upon 4 initiatives: Engaging students relevantly and meaningfully with more intentional unit planning, PBIS, Engaging our Community, and Engaging our staff in continuous improvement and refinement of our practices.

School Processes & Programs Strengths

Systems to facilitate collaborative practices are already in place at Turner, though the process of collaboration is still in need of refinement to turn the focus toward data and using the data to refine instructional practices. Deeper and more intentional unit planning will be a focus this year. Daily small group instruction is built into the day, as well as daily tier 2 and tier 3 intervention blocks.

Turner has a highly involved community as well. Attendance at events such as Meet the Teacher, S.T.R.E.A.M. night, Book Fairs, Grandparents Day, Student of the Month Breakfasts, is relatively high. Parents and extended family members are eager to be involved with their students' education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The focus during daily KAT time (intervention time) has been on intervention for students not yet mastering essential standard. However, some students are still in need of extension opportunities. **Root Cause:** Instructional focus has been slow to shift to a "growth for all students" mindset.

Problem Statement 2 (Prioritized): Student achievement data (CSA data, MAP data) indicates that more effective and refined approach to tier 1 instruction is needed. **Root Cause:** Instructional practices are in need of continual refinement and resources vetted to ensure alignment to the TEKS.

Perceptions

Perceptions Summary

Data indicates that teachers feel supported by their administrators and have access to plenty of resources. They choose to work at ART and enjoy doing so. In addition, they feel valued by their leaders and colleagues. It appears that the teacher collective efficacy in terms of providing effective intervention and extension is an area that requires growth. Overall, the teacher survey indicates that staff are becoming proficient in the PLC process and are now at the stage of fine tuning instructional practices based upon data.

The student behavior portion of the survey indicates that staff has embraced PBIS practices and are at the stage of fine tuning PBIS structures as well.

Parent survey data indicates that parents are happy with the level of communication they receive from teachers, staff, and the campus and that their children are appropriately challenged and safe at school.

Perceptions Strengths

Staff survey data indicates that teachers perceive communication as a strength and they appreciate the consistent systems in place (weekly double planning time for collaboration, monthly faculty PD meetings, and the weekly communication which they receive regarding events and important dates on campus).

Systems to facilitate collaborative practices are already in place at Turner and are perceived to be effective.

Parent survey data indicates that parents are generally satisfied with the level of communication they receive from the school and the quality of education provided by teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff perception survey results indicate that staff has embraced PBIS practices and are at the stage of fine tuning the consistency of PBIS practices across campus as well. PBIS practices are perceived to be less consistent in specials classes. **Root Cause:** PBIS was a new initiative last year and practices need to be more consistent across the campus.

Problem Statement 2 (Prioritized): Staff perception survey results indicate that instructional practices need to be fine-tuned to meet the campus needs, based upon data. (For example, staff have expressed a need for training on grammar and writing, and more concise resources for science instruction.) **Root Cause:** Staff are much more proficient in the PLC process and are identifying the need for more effective instructional practices and systems.

Priority Problem Statements

Problem Statement 1: Staff perception survey results indicate that staff has embraced PBIS practices and are at the stage of fine tuning the consistency of PBIS practices across campus as well. PBIS practices are perceived to be less consistent in specials classes.

Root Cause 1: PBIS was a new initiative last year and practices need to be more consistent across the campus.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: STAAR science and math data indicates lower performance (on average) in 4th grade math and 5th grade science than in other content areas

Root Cause 2: Inconsistent and vertically misaligned science instruction has been observed in grades lower than 5th grade and the lack of math manipulatives in fourth grade math instruction has been observed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to previous STAAR data, on average, a gap exists between the achievement of students who receive special education services and all students in all areas.

Root Cause 3: Students receiving special education services often need more exposure to mathematical and science vocabulary in order to fully acquire the vocabulary.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR scores indicate that fewer students are reaching the "masters" level in all subject areas and grade levels than in previous years.

Root Cause 4: Consistent and focused instruction to the highest rigor of the standard is lacking as often the focus shifts to students who are just approaching the standard.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The focus during daily KAT time (intervention time) has been on intervention for students not yet mastering essential standard. However, some students are still in need of extension opportunities.

Root Cause 5: Instructional focus has been slow to shift to a "growth for all students" mindset.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Staff perception survey results indicate that instructional practices need to be fine-tuned to meet the campus needs, based upon data. (For example, staff have expressed a need for training on grammar and writing, and more concise resources for science instruction.)

Root Cause 6: Staff are much more proficient in the PLC process and are identifying the need for more effective instructional practices and systems.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Student achievement data (CSA data, MAP data) indicates that more effective and refined approach to tier 1 instruction is needed.

Root Cause 7: Instructional practices are in need of continual refinement and resources vetted to ensure alignment to the TEKS.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Attendance rates continue to hover just below 95%.

Root Cause 8: Post-Covid perceptions regarding attendance have been problematic.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data



- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices



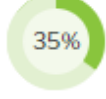
Goals









Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: By the end of the year TxKea administration and MAP reading administrations, Turner Elementary will increase the percentage of kindergarten students performing at or above grade level in reading from 62% to 75% or more and the percentage of 1st through 5th grade students performing at or above grade level from 58% to 70% or more.

Evaluation Data Sources: End of year TxKea and MAP assessments

Strategy 1 Details	Reviews			
Strategy 1: Lesson plans will reflect focused instruction aligned with the TEKS, a Balanced Literacy model, the district pacing guide, and identified essential standards using TEKS Resource and TEXGuide . Teachers will continue to focus on the Balanced Literacy model as a guide for instruction and the RLA Strategy Implementation Guided (SIG) as a guide for standard. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, campus coaches, and teachers Title I: 2.4, 2.6 Problem Statements: Student Learning 4 Funding Sources: TEKS Resource and TEXGuide Software - 199 - General Fund - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff Development will be provided daily in classrooms, weekly in collaboration times, and monthly in faculty meetings by the RLA coach to address the needs of staff for successful implementation of the TEKS and best instructional practices in the area of literacy. The RLA Coach will also assist admin in monitoring for fidelity of practices and give strategic feedback to teachers weekly in feedback binders. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, District and Campus Coaches Title I: 2.5 Funding Sources: RLA coach - State Comp Ed - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Develop and/or Administer diagnostic tools to assess student achievement (MAP screeners, DRA, and common formative assessments.) Strategy's Expected Result/Impact: Improved progress monitoring will promote data driven instruction. Staff Responsible for Monitoring: Administrators, Coaches, Team Leaders, Teachers Problem Statements: Student Learning 4 Funding Sources: MAP Software - ESSER - \$9,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Collaboration meetings will be held a minimum of 90 minutes a week in order to discuss what students will be learning, analyzing data, and targeting those needing intervention and enrichment in a timely, consistent manner. Strategy's Expected Result/Impact: Reduced number of academically fragile students Staff Responsible for Monitoring: Administrators, Teachers, Campus Coaches, Counselor Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Plan and host a schoolwide academic-based family night focused on literacy, where parents will be given tools and strategies to partner in their child's education. Strategy's Expected Result/Impact: Increase in student and parent involvement as well as educate parents about learning expectations. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.6, 4.1, 4.2 Funding Sources: Parent Engagement Materials - 211 - Title 1-A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue the use of Edmentum products, such as Study Island, Exact Path and Reading Eggs in grade levels after MAP screeners to increase student RIT scores. Strategy's Expected Result/Impact: Student growth in content areas Staff Responsible for Monitoring: Teachers, Administrators Funding Sources: Edmentum Software - ESSER - \$9,000, Waterford Software - ESSER - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Provide research and evidence based resources in the literacy lab for teachers in order to provide differentiation , re-teach activities, and intervention opportunities. Strategy's Expected Result/Impact: Close gaps and increase student progress in reading skills Staff Responsible for Monitoring: Instructional Coach, Administrators Title I: 2.6 Problem Statements: Student Learning 4 - School Processes & Programs 2 Funding Sources: Instructional Resources - 199 - General Fund - \$2,000, Reading Materials - 211 - Title 1-A - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Fourth and fifth grade teachers and campus leadership will participate in Lead4ward consulting and coaching to refine instructional practices to reach students approaching higher levels of meets and masters. Strategy's Expected Result/Impact: Teachers will collaborate with other campuses to learn high-leverage instructional strategies to implement in daily instruction. Staff Responsible for Monitoring: Admin Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2, 4 - School Processes & Programs 1, 2 - Perceptions 2 Funding Sources: Lead4ward Consulting - 211 - Title 1-A - \$22,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:




Student Learning
Problem Statement 2: STAAR science and math data indicates lower performance (on average) in 4th grade math and 5th grade science than in other content areas Root Cause: Inconsistent and vertically misaligned science instruction has been observed in grades lower than 5th grade and the lack of math manipulatives in fourth grade math instruction has been observed.
Problem Statement 4: STAAR scores indicate that fewer students are reaching the "masters" level in all subject areas and grade levels than in previous years. Root Cause: Consistent and focused instruction to the highest rigor of the standard is lacking as often the focus shifts to students who are just approaching the standard.
School Processes & Programs
Problem Statement 1: The focus during daily KAT time (intervention time) has been on intervention for students not yet mastering essential standard. However, some students are still in need of extension opportunities. Root Cause: Instructional focus has been slow to shift to a "growth for all students" mindset.





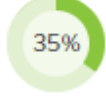

School Processes & Programs
Problem Statement 2: Student achievement data (CSA data, MAP data) indicates that more effective and refined approach to tier 1 instruction is needed. Root Cause: Instructional practices are in need of continual refinement and resources vetted to ensure alignment to the TEKS.
Perceptions
Problem Statement 2: Staff perception survey results indicate that instructional practices need to be fine-tuned to meet the campus needs, based upon data. (For example, staff have expressed a need for training on grammar and writing, and more concise resources for science instruction.) Root Cause: Staff are much more proficient in the PLC process and are identifying the need for more effective instructional practices and systems.








Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: By the end of the year TEMI administration and Math MAP administration, Turner Elementary will increase the percentage of kindergarten students performing at or above grade level from 92% to 95% or more and the percentage of 1st-5th grade students performing at or above grade level in math from 67% to 75% or more.

Evaluation Data Sources: TEMI and MAP end of year assessments

Strategy 1 Details	Reviews			
Strategy 1: Lesson plans will reflect focused instruction aligned with TEKS, district pacing guide, Balanced Math Model, and identified essential standards using TEKS Resource and TEXGuide. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff Development will address the needs of staff for successful implementation of the TEKS and best instructional practices. The campus math coach will lead these staff development opportunities including vertical alignment collaboration and coaching visits, weekly in team collaboration, and monthly in faculty meetings. The math coach will also assist administration in providing strategic feedback to teachers in feedback binders. Strategy's Expected Result/Impact: Improved planning and instruction will lead to student growth and performance. Staff Responsible for Monitoring: Administrators, District and Campus Coach Title I: 2.4, 2.6 Problem Statements: Student Learning 2, 4 Funding Sources: Math coach - State Comp Ed - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop and provide diagnostic tools to assess student achievement such as MAP screeners and Common Assessments. Strategy's Expected Result/Impact: Improved progress monitoring provides data driven instruction. Staff Responsible for Monitoring: Administrators, Coach, Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Collaboration meetings will be held a minimum of 90 minutes a week in order to discuss what students will be learning, analyzing data, and targeting those needing intervention and enrichment in a timely, consistent manner. Strategy's Expected Result/Impact: Reduced number of academically fragile students Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers, Counselor Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Instructional materials such as manipulatives and math literacy will continue to be purchased to add instructional materials to the Math Lab for intervention and enrichment. Strategy's Expected Result/Impact: Teachers will receive support from the campus math coach regarding materials for planning. Teachers will check out materials. Staff Responsible for Monitoring: Administrators, Math Campus Coach Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3 - School Processes & Programs 2 Funding Sources: Instructional Materials - 199 - General Fund - \$1,000, Math Manipulatives - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Plan and host a schoolwide academic-based family night focused on math skills and concepts. Strategy's Expected Result/Impact: Increase in student and parent involvement as well as educate parents about learning expectations. Staff Responsible for Monitoring: Administrators, Committee Chairs Title I: 4.2 Funding Sources: Instructional Materials, Concessions - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Continue the use of Study Island and Exact Path in grade levels after MAP screeners to increase student RIT scores. Strategy's Expected Result/Impact: Student growth in content areas Staff Responsible for Monitoring: Teachers, Admin. Funding Sources: Edmentum Software - ESSER	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Teachers in 1st-5th grades will implement daily and systematic math fact fluency instruction. Strategy's Expected Result/Impact: Student growth in fact fluency and problem solving Staff Responsible for Monitoring: Teachers, Admin Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 2: STAAR science and math data indicates lower performance (on average) in 4th grade math and 5th grade science than in other content areas Root Cause: Inconsistent and vertically misaligned science instruction has been observed in grades lower than 5th grade and the lack of math manipulatives in fourth grade math instruction has been observed.
Problem Statement 3: According to previous STAAR data, on average, a gap exists between the achievement of students who receive special education services and all students in all areas. Root Cause: Students receiving special education services often need more exposure to mathematical and science vocabulary in order to fully acquire the vocabulary.
Problem Statement 4: STAAR scores indicate that fewer students are reaching the "masters" level in all subject areas and grade levels than in previous years. Root Cause: Consistent and focused instruction to the highest rigor of the standard is lacking as often the focus shifts to students who are just approaching the standard.
School Processes & Programs
Problem Statement 2: Student achievement data (CSA data, MAP data) indicates that more effective and refined approach to tier 1 instruction is needed. Root Cause: Instructional practices are in need of continual refinement and resources vetted to ensure alignment to the TEKS.
Perceptions
Problem Statement 2: Staff perception survey results indicate that instructional practices need to be fine-tuned to meet the campus needs, based upon data. (For example, staff have expressed a need for training on grammar and writing, and more concise resources for science instruction.) Root Cause: Staff are much more proficient in the PLC process and are identifying the need for more effective instructional practices and systems.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: By the end of year Science MAP assessment, the percentage of 3rd-5th grade students working at or above grade level will increase from 69% to 75% or more.

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Reviews			
Strategy 1: Science instruction will be delivered consistently, using Stemscores, weekly labs, and Science Interactive Notebook Activities in all grade levels. Strategy's Expected Result/Impact: Science instruction will be vertically aligned, strategic, and consistent. Staff Responsible for Monitoring: Administration, teachers Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Science instruction will be planned in each grade level with the math and science coach weekly and will include research-based practice for vocabulary instruction. Teams will work with the instructional coach to plan units in science (including labs), using unit plans. Strategy's Expected Result/Impact: Science instruction will be vertically aligned, strategic, and consistent. Staff Responsible for Monitoring: Administration, Math/Science Coach, Teachers Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Small group hands-on science labs will be performed in accordance with unit plans in all grade levels and through the addition of a "Makerspace" specials rotation. Strategy's Expected Result/Impact: Science Instruction will be concrete, and labs will be performed routinely in every unit. Staff Responsible for Monitoring: Teachers Title I: 2.5, 2.6 Problem Statements: Student Learning 2, 4 Funding Sources: Makerspace Consumable Materials - 199 - General Fund - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: The campus will implement the use of another high-quality TEKS-aligned science resource to engage students in science instruction and aid teachers in planning instruction and hands-on science labs with high-leverage instructional strategies. Strategy's Expected Result/Impact: Science instruction will be clear and relevant. Staff Responsible for Monitoring: Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 - Perceptions 2 Funding Sources: Science Resource - 211 - Title 1-A - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					






Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: STAAR science and math data indicates lower performance (on average) in 4th grade math and 5th grade science than in other content areas Root Cause: Inconsistent and vertically misaligned science instruction has been observed in grades lower than 5th grade and the lack of math manipulatives in fourth grade math instruction has been observed.
Problem Statement 4: STAAR scores indicate that fewer students are reaching the "masters" level in all subject areas and grade levels than in previous years. Root Cause: Consistent and focused instruction to the highest rigor of the standard is lacking as often the focus shifts to students who are just approaching the standard.
Perceptions
Problem Statement 2: Staff perception survey results indicate that instructional practices need to be fine-tuned to meet the campus needs, based upon data. (For example, staff have expressed a need for training on grammar and writing, and more concise resources for science instruction.) Root Cause: Staff are much more proficient in the PLC process and are identifying the need for more effective instructional practices and systems.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 4: The use of technology by students will be purposeful and enhance instruction by allowing for innovation, creation, and exploration.






Evaluation Data Sources: Walk-throughs and strategic feedback given to teachers in feedback binders.







Strategy 1 Details	Reviews			
Strategy 1: The campus technology coach will develop teacher skill in the use of purposeful technology tools and usage. The coach will provide professional development in coaching visits, weekly in collaborative team time, and by leading a student engagement committee, composed of teachers from every grade level. Strategy's Expected Result/Impact: Technology usage on campus and across every grade level will be purposeful and engaging. Staff Responsible for Monitoring: Admin, coaches Title I: 2.4, 2.5 Funding Sources: Technology Campus Coach - State Comp Ed - \$65,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Turner Elementary will have an average rating of at least 4 (on a scale of 1-5) in parent satisfaction with the connection between home and school based on parent surveys administered for the 2023-24 school year.

Evaluation Data Sources: Turner Elementary will have an average rating of at least 4 (on a scale of 1-5) in parent satisfaction with the connection between home and school based on parent surveys administered for the 2023-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Staff e-mail links will be posted on the Web Page for community access. Weekly communication will be sent from teachers to families, and all staff will respond to replies from families within 24 hours. Strategy's Expected Result/Impact: Increase in the amount of visitors to our website Staff Responsible for Monitoring: Webmaster	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Turner will schedule various opportunities to build community within our school during the 2023-24 school year, such as Meet the Teacher, Parent Orientation, grade level music programs, PTO meetings, Watch D.O.G.S. participation, Spring events, Fun Runs, Family Celebrations, Field Days, S.T.R.E.A.M. Night, and Junior Master Gardening club family nights. Strategy's Expected Result/Impact: Programs, Calendar, Raptor and Sign in sheets indicate parent involvement. Staff Responsible for Monitoring: Administrators, Staff, PTO Board Title I: 4.2 Funding Sources: Food Items for Family Nights - 199 - General Fund - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Turner will schedule various activities to support learning (Writing Kats, Jr. Master Gardener Clubs, Fitness Club, LEGO Robotics, Media Club). Strategy's Expected Result/Impact: Activities will enrich learning and build a sense of community. Staff Responsible for Monitoring: Club Sponsors Title I: 2.5 Funding Sources: Food items to serve, "instructionally aligned door prizes" for each student, materials - 199 - General Fund - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				




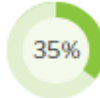




Strategy 4 Details	Reviews			
Strategy 4: Students in grades second through fifth, will participate in grade level musical productions for family and community. Strategy's Expected Result/Impact: Increase in audience and student participation Staff Responsible for Monitoring: Administrator, Choir Director, Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The Watch D.O.G.S. program will continue for all dads and grandfathers to participate in school activities such as mentoring, promoting positive play on the playground, monitoring the cafeteria during lunch, working on fact fluency, listening to students read, and ensuring a safe campus. Strategy's Expected Result/Impact: Watch D.O.G.S. are visible on campus and increase in participation Staff Responsible for Monitoring: Counselor, Assistant Principal Title I: 4.2 Funding Sources: Pizza for Dads and students for the Watch D.O.G. kickoff, Watch D.O.G.S. membership fees - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Monthly Parent Newsletters will be sent home with every student in print, as well as emailed to every parent from administration. This communication will be in addition to weekly parent information emails sent from classroom teachers. Funding Sources: Paper - 199 - General Fund - \$150	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Parent Engagement events (at least 4 per year) will include a parent education flyer/tool given to parents at the event to educate on how to participate meaningfully in academic endeavors. The focus of the flyers/tools will be: Attendance (Fall event 1) Math, Reading, and Science Academics (Fall event 2) Math, Science, and Reading (Spring event 1) Attendance (Spring Event 2) Title I: 4.2 Funding Sources: Paper and materials - 199 - General Fund - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details		Reviews			
Strategy 8: Turner staff will increase awareness of report card and grade access through Parent Self Serve by providing written and digital instructions for access each reporting period and at the beginning of the school year. In addition, MAP progress reports will be sent home with each student after administrations, as well as TEMI and TXKea progress reports for students in kindergarten. Strategy's Expected Result/Impact: Increased parent awareness of academic progress Staff Responsible for Monitoring: teachers, admin		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>					

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: 100% of all Turner Elementary students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) in the 2023-24 school year.







Evaluation Data Sources: Impact will be determined by hiring 100% of our teachers who meet the requirement as Highly Qualified (HQ).

Strategy 1 Details	Reviews			
Strategy 1: Recruit early from pool of highly qualified teachers in core academic subject areas. Strategy's Expected Result/Impact: Retention of HQ teachers and staff Staff Responsible for Monitoring: Administrators, Human Resource Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: ART will retain its highly qualified teachers by: a. Providing mentors for new teachers b. Providing professional growth opportunities c. Providing professional encouragement and instructional coaching Strategy's Expected Result/Impact: Feedback from new teachers and returning staff demonstrates success Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by district and campus initiatives during the 2023-24 school year.




Evaluation Data Sources: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.






Strategy 1 Details	Reviews			
Strategy 1: All Title Funds, District Funds and Student Activity Funds will be monitored and utilized according to Federal, State and Local guidelines. Strategy's Expected Result/Impact: Budgets will be utilized and balanced accordingly at the end of the school year. Staff Responsible for Monitoring: Administrator Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus CEIC and Team Leaders will meet regularly to review campus needs, campus plan and budget items. Strategy's Expected Result/Impact: Regular attendance through sign in sheets, balanced budget and purchase orders reflecting campus need. Staff Responsible for Monitoring: Administrator Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Turner Elementary will maintain high expectations toward a safe and structured learning environment with the continued implementation of PBIS in the 2023-24 school year. Class Dojo behavior data will indicate a decrease in minor behaviors addressed by tier 1 behavior instruction and a decrease in the number of major behaviors addressed with office referrals when compared to previous years.

Evaluation Data Sources: Impact will be evaluated by Class Dojo behavior data and office referrals.

Strategy 1 Details	Reviews			
Strategy 1: Implement district initiative to address Social Emotional Learning using Character Strong curriculum/ lessons about teasing, bullying, decision making, making/keeping friendship lessons for students. Morning Meetings will be implemented with fidelity across the campus as the framework through which to teach these lessons. Strategy's Expected Result/Impact: Decrease in negative social behaviors. Staff Responsible for Monitoring: Classroom Teachers, Counselor, Administration Problem Statements: Perceptions 1 Funding Sources: Character Strong Curriculum - ESSER - \$499	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Small group counseling and social skill activities will be provided to students needing Tier 3 behavior support. Strategy's Expected Result/Impact: Reduced number of discipline issues and increased self esteem and self control among Tier 3 students. Staff Responsible for Monitoring: Teachers, Counselor, Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Turner Elementary will monitor structure for clear expectations in the classroom. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals and the gradual decrease in negative classroom behaviors, as monitored through Class Dojo data. Staff Responsible for Monitoring: Administrators, teachers Funding Sources: Wildkat Cash and Incentives - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Turner Elementary will participate in fire drills, Shelter In Place training, Rave Panic app, and Eduhero Training. Strategy's Expected Result/Impact: Heightened awareness about emergency situations. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Class Dojo points will be given campus wide for students to encourage a positive environment. Class Dojo points will be spent in the Kat Store bi-weekly. Strategy's Expected Result/Impact: Improved school climate Staff Responsible for Monitoring: All teachers and staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Tri-County Services and other youth services will be welcome on campus to teach social skills and offer counseling necessary for students to be successful. Strategy's Expected Result/Impact: Increased student ability to resolve issues socially in the classroom as well as improved attendance rates. Staff Responsible for Monitoring: Administration, Office Staff, and Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Turner Elementary will provide face to face training for teachers seeking assistance and support with behavior management within the classroom. Strategy's Expected Result/Impact: Decrease in office referrals and negative behaviors Staff Responsible for Monitoring: Administrators, Campus Behavior Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Turner Elementary will provide PBIS training two times per year with all staff and monthly through the campus behavior committee. Strategy's Expected Result/Impact: Positive classroom culture and climate, fewer office referrals Staff Responsible for Monitoring: Administrators, Counselor, Campus Behavior Coalition Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Care Solace will be used to offer services for families and students with mental health needs. Strategy's Expected Result/Impact: Student and family mental health needs will be met. Staff Responsible for Monitoring: Counselor Funding Sources: Care Solace Services - Title IV - Innovative Grant - \$1,680	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Staff perception survey results indicate that staff has embraced PBIS practices and are at the stage of fine tuning the consistency of PBIS practices across campus as well. PBIS practices are perceived to be less consistent in specials classes. Root Cause: PBIS was a new initiative last year and practices need to be more consistent across the campus.

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Turner Elementary will maintain high expectations for attendance rates per nine weeks striving for at least 95% for 2023-24 school year and reward students monthly with a perfect attendance party for those with perfect attendance.

Evaluation Data Sources: Impact will be evaluated each month focusing on the attendance percentage. Students with perfect attendance for the month will participate in a perfect attendance incentive party at the end of each month.

Strategy 1 Details	Reviews			
Strategy 1: Turner Elementary School will increase awareness about attendance amongst parents by providing attendance guidelines throughout the year and strictly adhering to the guideline set forth by the district attendance committee. Strategy's Expected Result/Impact: Increase in attendance rate. Letters sent home weekly. Staff Responsible for Monitoring: Administrators, Leadership Team Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Calls will be made to parents after 3 tardies and 3 unexcused absences. Administrators will meet in person with any family whose students have 5 or more unexcused absences and enter into an attendance contract with the family. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Administrator, Registrar, Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monthly individual incentive such as cookies, popsicle, and popcorn parties will be facilitated for students with perfect attendance that month. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Administrator, Registrar, Staff Funding Sources: Incentives - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



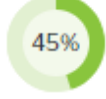




Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Attendance rates continue to hover just below 95%. Root Cause: Post-Covid perceptions regarding attendance have been problematic.

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Staff morale and culture will be a focus during the 2023-24 school year, implementing monthly team building and/or social activities for staff.






Evaluation Data Sources: Impact will be evaluated in May using staff survey.

Strategy 1 Details	Reviews			
Strategy 1: Implement activities to promote laughter and getting to know one another... team building activities, "Friendsgiving", Christmas Party, Secret Santa, Super Bowl Lunch, Spring Fun, etc. Strategy's Expected Result/Impact: Elevated morale Staff Responsible for Monitoring: Admin, Fun Committee Funding Sources: Staff food - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Fridays will be school "Spirit Day". Staff and students will have the opportunity to dress accordingly (within the professional dress code) to exhibit a sense of school and community pride. Strategy's Expected Result/Impact: Increase in the number of staff and students that are dressed in Wildkat gear each Friday. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Jean rewards for teachers/staff to celebrate successes and birthdays. Strategy's Expected Result/Impact: Increase in staff morale, attendance and participation in activities Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.








Performance Objective 4: Teacher leadership on campus will be facilitated through four teacher committees, meeting monthly (Parent Engagement, Student Engagement, Behavior, and Sunshine).

Evaluation Data Sources: Monthly committee meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Committees will have an agenda and a product to produce or task to accomplish, in accordance with the 4 initiatives.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.








Performance Objective 5: Turner will implement a system for dismissal, which allows for tracking of safe designated adults picking up students from school.

Strategy 1 Details	Reviews			
Strategy 1: Turner will implement a system for dismissal (The Control Point), which allows for tracking of safe designated adults picking up students from school. Funding Sources: Control Point Software Subscription - 199 - General Fund - \$2,700	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: As per HB3, the percent of 3rd grade students that score "meets grade level" or above on STAAR Reading will increase from 50% to 60% by August 2024.







Performance Objective 1: The percent of 1st grade students that score on grade level or above in Reading on the MAP assessment will increase from 59% to 60% by June 2024.

HB3 Goal
Evaluation Data Sources: MAP end of year assessment

Strategy 1 Details	Reviews			
Strategy 1: A daily systematic approach to teaching phonics skills (using the Heggerty curriculum) will be implemented. Strategy's Expected Result/Impact: An increase in the number of students that score on grade level or above on the middle of the year end of year MAP Reading Fluency testing. Staff Responsible for Monitoring: Admin., Literacy Coach, First Grade Teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: As per HB3, the percent of 3rd grade students that score "meets grade level" or above on STAAR Reading will increase from 50% to 60% by August 2024.

Performance Objective 2: The percent of 2nd grade students that score on grade level or above in Reading on the MAP assessment will increase from 70% to 75% by June 2024.






Strategy 1 Details	Reviews			
Strategy 1: A systematic approach to teaching phonics skills, using the Heggerty curriculum, will be implemented. Strategy's Expected Result/Impact: An increase of students scoring at or above grade level on the middle of year and end of year MAP reading fluency testing. Staff Responsible for Monitoring: Teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Literacy professional development from the RLA Coach each week at Wildkat Wednesday. Strategy's Expected Result/Impact: An increase of students scoring at or above grade level on the middle of year and end of year MAP testing. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: As per HB3, the percent of 3rd grade students that score "meets grade level" or above on STAAR Reading will increase from 50% to 60% by August 2024.

Performance Objective 3: All K-3 teachers will participate in the Texas Reading Academies in order to learn and implement best practices for early reading instruction.

Goal 6: As per HB3, the percent of 3rd grade students that score "meets grade level" or above on STAAR Reading will increase from 50% to 60% by August 2024.






Performance Objective 4: All Reading and language arts classroom teachers will use a balanced literacy approach to literacy instruction, including the mini-lesson, word study, and consistent guided reading instruction.

Strategy 1 Details	Reviews			
Strategy 1: RLA coach and teams will plan balanced literacy components within lessons within units. Strategy's Expected Result/Impact: Assessment of tier 1 instruction will be effective, as evident by CSA unit scores. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 55% by June 2024.

Performance Objective 1: The percent of K students that score on grade level or above in math on the TEMI will increase from 70% to 80% by June 2024.






HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize a Balanced Math approach when teaching mathematics, with the consistent use of manipulatives, planned throughout the units. Strategy's Expected Result/Impact: Students will have a better understanding of math skills and the percentage of students performing on or above grade level on the TEMI will increase. Staff Responsible for Monitoring: Admin, Math Coach Title I: 2.4, 2.5, 2.6 Funding Sources: Math Lab Materials - 199 - General Fund - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 55% by June 2024.






Performance Objective 2: The percent of 1st grade students that score on grade level or above in math on the MAP assessment will increase from 59% to 65% by June 2024.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize a hands-on Balanced Math approach when teaching mathematics, with the consistent use of manipulatives and rich learning experiences throughout the unit. Strategy's Expected Result/Impact: Students will have a better understanding of math skills and the percentage of students performing on or above grade level on the middle and end of year MAP assessment will increase. Staff Responsible for Monitoring: Admin, Coaches Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7: As per HB3, the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 55% by June 2024.

Performance Objective 3: The percent of 2nd grade students that score on grade level or above in math on the MAP assessment will increase from 72% to 75% by June 2024

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize a Balanced Math approach when teaching mathematics, with the consistent use of manipulatives. Strategy's Expected Result/Impact: Students will have a better understanding of math skills and the percentage of students performing on or above grade level on the middle and end of year MAP assessment will increase. Staff Responsible for Monitoring: Admin., Math Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for Turner Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Turner Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Charlotte Wood	Math Coach	1
Deanna Murrell	RLA Coach	1
Laressia Martin	Technology Coach	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource and TEXGuide Software		\$6,500.00
1	1	7	Instructional Resources		\$2,000.00
1	2	5	Instructional Materials		\$1,000.00
1	2	6	Instructional Materials, Concessions		\$1,000.00
1	3	3	Makerspace Consumable Materials		\$1,500.00
2	1	2	Food Items for Family Nights		\$2,000.00
2	1	3	Food items to serve, "instructionally aligned door prizes" for each student, materials		\$3,000.00
2	1	5	Pizza for Dads and students for the Watch D.O.G. kickoff, Watch D.O.G.S. membership fees		\$500.00
2	1	6	Paper		\$150.00
2	1	7	Paper and materials		\$1,500.00
5	1	3	Wildkat Cash and Incentives		\$1,000.00
5	2	3	Incentives		\$1,000.00
5	3	1	Staff food		\$1,000.00
5	5	1	Control Point Software Subscription		\$2,700.00
7	1	1	Math Lab Materials		\$1,000.00
Sub-Total					\$25,850.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	RLA coach		\$65,000.00
1	2	2	Math coach		\$65,000.00
1	4	1	Technology Campus Coach		\$65,000.00
Sub-Total					\$195,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Parent Engagement Materials		\$1,000.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Reading Materials		\$10,000.00
1	1	8	Lead4ward Consulting		\$22,500.00
1	2	5	Math Manipulatives		\$5,000.00
1	3	4	Science Resource		\$2,500.00
Sub-Total					\$41,000.00
Title IV - Innovative Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	9	Care Solace Services		\$1,680.00
Sub-Total					\$1,680.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	MAP Software		\$9,000.00
1	1	6	Edmentum Software		\$9,000.00
1	1	6	Waterford Software		\$4,000.00
1	2	7	Edmentum Software		\$0.00
5	1	1	Character Strong Curriculum		\$499.00
Sub-Total					\$22,499.00