

Carrollton-Farmers Branch Independent School District

Turner High School

2023-2024 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: August 7, 2023

Demographics

Demographics Summary

We are a group of educators experienced in a variety of educational domains/backgrounds who are tasked with assisting young adults to develop basic competency in those topical domains (curricula) as well as navigating through their struggles with a multitude of personal and societal conditions

We are committed to and responsible for providing specially designed instruction to students that have been identified with a disability and demonstrate a need for such instruction.

We are a campus committed to support all students in their post-secondary education plans. We provide college, career, and military exploration from grade 9th through advisory and we target instruction and interventions as students advance in their grade level to support the students, we count with a team of 6 counselors, one CCMR dean, and one administrator who work together to plan and develop strategies to assist the students in completing the task associated with college readiness: TSIA2 testing, College and financial aid applications and Dallas County Promise Steps.

We are a title 1 school with 6 counselors who are committed to serve all students to be college, career and/or military ready by the time they leave high school. This is accomplished through a multitude of services provided designed to reach the individual students' social and emotional needs.

We are a campus who knows the importance of attendance and provide a multitude of services including home visits, phone calls, transportation to help students attend school each day.

We are a suburban school outside of Dallas, TX established in 1903 with a prominently Hispanic population.

We are a campus committed to encouraging students to explore their literary interests by increasing their linguistic abilities and providing opportunities for exposure to a vast array of literary pieces.

We are a campus dedicated to engaging a diverse student population in performing and visual arts to achieve excellence and create artistry.

We are a campus who serves a >40% EB population and seeks to help each student achieve their highest potential. Emerging Bilingual students face challenges to specific to learning English, high poverty, and learning a completely foreign culture. Our faculty recognizes that improving the educational outcomes for EBs is critical to our success.

Demographics Strengths

Our diverse population demonstrate a desire to understand their world in a rich variety of ways that can be tapped into

Our freshman retention rate is a 3x higher than the state average, also representing one of the highest rates in CFBISD...Our graduation, attendance, College/Career/Military Ready rate increased from 2019-2020, while we saw a decrease in both our dropout rate & chronic absenteeism within the same time period. The class of 2020 did not have a single student

dropout of school; we saw a 96.8% graduation rate, with the final 3.2% continuing HS. Graduates with a "Completed IEP and Workforce Readiness" & Graduates under an "Advanced Diploma Plan and Identified as a Current Special Education Student" saw an increase from 2019-2020 with the former meeting the state average, and the latter with a significant increase from: 2019-0.8%, 14% to 2020- 3.2%, 50% Our 2020 graduates met CCMR Indicators at a higher rate than the district and state.

We serve 1482 students with in the CTE department: 4.72% Asian, 4.93% Black, Hispanic 79.22%, Indigenous .13% two or more 1.55% white 9.45% Eco Dis 57% Sped .6%

Our most recent data from TAPR (2020-2021). 63.5% of the annual graduates were College Ready. out of that percentage, 56.3% were African American, 66.5% Hispanic, 81.3% White, 86.7% Asian.

Turner's graduation rate for 2020 (the most recent data) is 96.7%, which is significantly higher than the state percentage of 90.3%

Due to the unique needs of our student population and infrastructure all students have multiple opportunities available to them to be successful after high school.

Turners attendance rate improved 4.5% from the prior year (during a pandemic).

Parents have at least four opportunities to engage in parent/school events that include parent conferences, meet the teacher, open house and parent education classes. With over 80% Hispanic population, (many first generation high school graduates) family and students have a strong emphasis of family and respect.

We serve a population of students that received a wide array of reading strategies, as they move across their contents, for how to get the gist of a text and synthesize information. Students have opportunities through the school library to acquire a diverse reading materials both print and online.

Fine arts students at Turner have a desire to be successful and create something meaningful.

As a group, Emerging Bilingual students tend to be highly motivated to learn (English especially), are very adaptable, are polite and eager to please. They also tend to be sympathetic--especially to newcomers--and volunteer to help other students in any way they can.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area? **Root Cause:** Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...

Problem Statement 2 (Prioritized): No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators **Root Cause:** Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.

Problem Statement 3 (Prioritized): The lack of parent involvement in student's education is non-existence due to a weak relationship between teachers & parents. **Root Cause:** Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 4 (Prioritized): Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause:** High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.

Student Learning

Student Learning Summary

In 2021, For all individual domains students were consistently > 10% below state for meets; SAT showed students just 5% below state for meets (64/69%), and 3% above masters (17/14%); All (contents) showed a slight improvement of generally < 10% with the exception of All/SS which nearly matched meets (48/49%).

76.9% of CTE students complete the coherent sequence and state average is 58.5%.

On the TAPR 2020-2021 the graduating class 2019-20 showed an increase in the TSI readiness from the previous year from 70.4.2% to 72.9% in ELA . there was a slight decrease from 43.9% to 43.6% in Math. For both subjects, the decrease went from 40.8% to 39.3%. Participation in Dual credit course went from 8.6% to 4.1%. The students' participation on AP courses decreased from 45.9% to 38.7% the following year, but participation in OnRamps courses went from 4.7% to 19.0%. IBCs are in the 11.1%

Turner provides multiple avenues to provide SEL and counseling education to our students

Due to the pandemic and hybrid program Turner offered last year, student achievement scores declined although student attendance rate improved

Lack of parent engagement in most students' education and school activities results in students' apathetic in school activities/events.

Literacy: E1 - 51% performed @ approaches grade level (4% below CFB; 16% below state), 30% performed @ meets grade level (8% below CFB; 12% below state), 7% performed at masters (1% below CFB; 5 % below state), E2 - 51% approaches (9% below CFB; 20% below state), 35% @ meets (10% below CFB, 18% below state), 5% @ masters (3% below CFB; 6% below state), All grades ELAR/Rdg - 51% @ approaches (12% below CFB; 17% below state), 31% @ meets (6% below CFB; 13% below state), 6% @ masters (9% below CFB; 16% below state)

Students in fine arts are achieving high levels of success at the district, region, and state levels. Groups consistently receive superior ratings at UIL Concert and Sight Reading and often have all region and all state musicians. Students also are often recognized for their excellent visual art at both the region and state levels.

Students met standard in of the following areas: English 1: 17%; English 2: 18%; Algebra 1: 13%; Biology 24%; US History 27%

Student Learning Strengths

In 2021 SAT Masters was above state (17/14%) and All/SS nearly matched meets (48/49%)

147 students have earned IBC in 20-21, 69% of our student Populations is enrolled in a CTE program of study

In 2021 SAT Masters was above state (17/14%) and All/SS nearly matched meets (48/49%); in 2020, the percentage of annual graduates who completed and received credit for College Prep ELA was 23.7% compared to 7.3% state average and for College Prep Math the percentage was 14.7% compared to 9.7% state average. AP/IB Results (Participation) (Grades 11-12) (all subjects) was 25.4% compared to 22.0% state average and AP/IB Results (Examinees >= Criterion) (Grades 11-12) (all subjects) was 55.5% compared to 59.0% state average

Students have the opportunity, through SEL lessons, relationships with staff and core curriculum develop social and emotional learning. Academic Counselors meet with every student, at Turner, to discuss graduation requirements and opportunities after graduation

Map data has proven that students who attended school in person out performed remote students. Students who attended in person school gained more than 1 year of growth.

Students interested in non-traditional school reading material (such as manga).

Students in Fine Arts classes show consistent growth in tone, reading, and technical skills throughout the year.

Students show strong desire to acquire English and have a strong skills in technology.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): How do we increase school scores to match or exceed state scores in all tested areas? **Root Cause:** Student achievement is increasing; however, the gap between school and the district and state scores still exist.

Problem Statement 2 (Prioritized): Provide opportunities for students to become CTE completers and earn IBCs through higher-level CTE courses/programs **Root Cause:** Expose more of the Turner population to the CTE programs of study and provide more opportunities to IBC through level CTE courses.

Problem Statement 3 (Prioritized): CCMR-Related Indicators on the 2020-2021 TAPR show TSI results in ELA for the annual graduates of 11.8% compared to 30.1% state average. For Math TSI, the percentage was 11.5% compared to 21.2% **Root Cause:** Students who are not meeting the college readiness benchmark in the SAT are meeting the standard in the TSIA2 at a slow rate in spite of the testing opportunities offered.

Problem Statement 4 (Prioritized): Although students are provided multiple avenues of SEL, not all students understand and/or know how to use SEL to benefit themselves. This is proven by the amount of students that are served each day and the issues that are reported. **Root Cause:** Although students are provided multiple avenues of SEL, not all students understand and/or know how to use SEL to benefit themselves. This is proven by the amount of students that are served each day and the issues that are reported.

School Processes & Programs

School Processes & Programs Summary

RL Turner HS is a 9-12 comprehensive high school with a full array of programs: special education, general education, second language acquisition programming, CTE, AP, and GT.

School Processes & Programs Strengths

All programs are well-established.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of students needing one-to-one assistance with applications is high for the manpower (dean)/time available. how do we divide the senior class to make it more manageable? **Root Cause:** Not enough people are trained to assists students with college/financial aid application completion. we do not have a Dallas County Promise CCMR committee to help push out initiatives.

Problem Statement 2: The counselor to student ratio is higher than what is recommended. **Root Cause:** ASCA recommends a ratio of 250 to 1 and for the state of Texas, the recommendation is 350 to 1. Turners average is 550 to 1.

Problem Statement 3 (Prioritized): We have a significant number of students who have been in the ESL program long term and need to exit. **Root Cause:** System of schools must address the specific learning needs of EB students to ensure master of English and the content.

Perceptions

Perceptions Summary

Because of Turner's demographics, many perceive the school as low-performing or not capable. This is an incorrect perception. RLT has a history of great traditions and success, although a large percentage of our students are second-language learners.

Perceptions Strengths

Many perceive RLT as a school with a support and engaging faculty and staff, which is very true.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: RLT has a perception of low achievement. **Root Cause:** Students underperform compared to the district and state.

Problem Statement 2: Public view that all students should go to College instead of work force ready or trade school **Root Cause:** Stems from state past graduation requirements where students had to have 4x4 and lack of training for staff on CTE changes and how to implement the new HB3.

Problem Statement 3 (Prioritized): RLT has a perception that it is not a safe school from those outside the organization. Some staff even feel that way. **Root Cause:** National drug crisis and that a couple firearms issued have occurred in the past. Many of the drug issues on campus happen in the bathrooms or by students not being where they are supposed to be.

Priority Problem Statements

Problem Statement 1: How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area?

Root Cause 1: Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...

Problem Statement 1 Areas: Demographics

Problem Statement 2: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators

Root Cause 2: Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The lack of parent involvement in student's education is non-existence due to a weak relationship between teachers & parents.

Root Cause 3: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2);

Root Cause 4: High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.

Problem Statement 4 Areas: Demographics

Problem Statement 5: How do we increase school scores to match or exceed state scores in all tested areas?

Root Cause 5: Student achievement is increasing; however, the gap between school and the district and state scores still exist.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Provide opportunities for students to become CTE completers and earn IBCs through higher-level CTE courses/programs

Root Cause 6: Expose more of the Turner population to the CTE programs of study and provide more opportunities to IBC through level CTE courses.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: CCMR-Related Indicators on the 2020-2021 TAPR show TSI results in ELA for the annual graduates of 11.8% compared to 30.1% state average. For Math TSI, the percentage was 11.5% compared to 21.2%

Root Cause 7: Students who are not meeting the college readiness benchmark in the SAT are meeting the standard in the TSIA2 at a slow rate in spite of the testing opportunities offered.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Although students are provided multiple avenues of SEL, not all students understand and/or know how to use SEL to benefit themselves. This is proven by the amount of students that are served each day and the issues that are reported.

Root Cause 8: Although students are provided multiple avenues of SEL, not all students understand and/or know how to use SEL to benefit themselves. This is proven by the amount of students that are served each day and the issues that are reported.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: We have a significant number of students who have been in the ESL program long term and need to exit.

Root Cause 9: System of schools must address the specific learning needs of EB students to ensure master of English and the content.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: RLT has a perception that it is not a safe school from those outside the organization. Some staff even feel that way.

Root Cause 10: National drug crisis and that a couple firearms issued have occurred in the past. Many of the drug issues on campus happen in the bathrooms or by students not being where they are supposed to be.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Guiding Objectives

Revised/Approved: May 9, 2023


Guiding Objective 1: Optimize Engaging and Diverse Learning



Goal 1: The percentage of graduates who meet at least one college, career, or military readiness indicator within the A-F accountability framework (excluding the CTE Coherent Sequence criterion that is scheduled to be discontinued as a CCMR indicator) will increase to 76 % by August 2024.






High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct reviews of each student transcript to ensure graduates meet at least one college, career or military readiness indicator.</p> <p>Strategy's Expected Result/Impact: For 2024, 76% of students will meet at least one criteria.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Review each Personal Graduation Plan for all incoming 9th graders to ensure there is a plan for meeting the CCMR criteria.</p> <p>Strategy's Expected Result/Impact: For 2024, 100% of all 9th graders will have a plan for meeting at least one CCMR criteria prior to graduation.</p> <p>Staff Responsible for Monitoring: Lead Counselor and Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a CTE Open House for incoming freshmen.</p> <p>Strategy's Expected Result/Impact: Increase CCMR by increasing the number of students in a coherent sequence.</p> <p>Staff Responsible for Monitoring: Department Manager</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2</p> <p>Funding Sources: Extra Duty Pay for CTE Open House - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for students to recover lost credit through Saturday tier 3 interventions.</p> <p>Strategy's Expected Result/Impact: Increased graduation rates.</p> <p>Staff Responsible for Monitoring: Administrator-in-charge of Credit Recovery</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p> <p>Funding Sources: Extra Duty Pay for Professionals - Credit Recovery Saturday School - 211 Title I - \$18,000, Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$399,958</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators</p>
<p>Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.</p>
<p>Problem Statement 3: The lack of parent involvement in student's education is non-existence due to a weak relationship between teachers & parents. Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p>
<p>Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2); Root Cause: High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.</p>
Student Learning
<p>Problem Statement 1: How do we increase school scores to match or exceed state scores in all tested areas? Root Cause: Student achievement is increasing; however, the gap between school and the district and state scores still exist.</p>
<p>Problem Statement 2: Provide opportunities for students to become CTE completers and earn IBCs through higher-level CTE courses/programs Root Cause: Expose more of the Turner population to the CTE programs of study and provide more opportunities to IBC through level CTE courses.</p>
<p>Problem Statement 3: CCMR-Related Indicators on the 2020-2021 TAPR show TSI results in ELA for the annual graduates of 11.8% compared to 30.1% state average. For Math TSI, the percentage was 11.5% compared to 21.2% Root Cause: Students who are not meeting the college readiness benchmark in the SAT are meeting the standard in the TSIA2 at a slow rate in spite of the testing opportunities offered.</p>







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: The percentage of graduates who meet TSI criteria through SAT, ACT, Accuplacer (TSIA) or a college preparatory course in English Language Arts will increase to 81 % by August 2024.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct 2 Saturday preparation sessions each semester to prepare students for the TSIA2 assessment. Strategy's Expected Result/Impact: Increase percentage of students meeting the TSA criteria by 4%. Staff Responsible for Monitoring: Assistant Principal in-charge of TSIA2.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3 Funding Sources: Extra duty pay for teachers. - 199 General Budget, Materials - 199 General Budget</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate in the PLC process to push students level of thinking to higher levels, thus ensuring all students can pass the TSIA test in both English and Math, with a 100% CCMR rate. Strategy's Expected Result/Impact: A 100% CCMR rate at graduation. Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 1, 3 Funding Sources: Professional development and training for PLC and Seidlitz - 211 Title I - 211-13-6299-00-001-99-000 - \$23,681</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics

Problem Statement 2: No completers from SPED and only 9 earned IBC, only 1.1% EB Completers from 16% Concentrators, big drops in % of Completers from Concentrators
Root Cause: Students and parents are unaware of the postsecondary education opportunities other than a bachelors or associates degree. the college application process is difficult to navigate without support.

Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause:** High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.

Student Learning

Problem Statement 1: How do we increase school scores to match or exceed state scores in all tested areas? **Root Cause:** Student achievement is increasing; however, the gap between school and the district and state scores still exist.

Problem Statement 3: CCMR-Related Indicators on the 2020-2021 TAPR show TSI results in ELA for the annual graduates of 11.8% compared to 30.1% state average. For Math TSI, the percentage was 11.5% compared to 21.2% **Root Cause:** Students who are not meeting the college readiness benchmark in the SAT are meeting the standard in the TSIA2 at a slow rate in spite of the testing opportunities offered.





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Increase the percentage of graduates who meet TSI criteria through SAT, ACT, Accuplacer (TSIA) or a college preparatory course in Mathematics to 57% by August 2024.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct 2 Saturday preparation sessions each semester to prepare students for the TSIA2 assessment by April 2024.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students meeting the TSA criteria by 6%.</p> <p>Staff Responsible for Monitoring: Assistant Principal in-charge of TSIA2.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Extra duty pay for teachers. - 199 General Budget, Materials - 199 General Budget</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Increase the percentage of graduates who earn TEA-approved Industry-Based Certifications to 13%% by August 2024.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide budget for transportation costs to allow students who are ready to test to be able to be transported. Strategy's Expected Result/Impact: Increase in percentage of students who earn a TEA-approved IBC. Staff Responsible for Monitoring: CTE Lead Teacher and Lead Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: Transportation for CTE students to test - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Provide opportunities for students to become CTE completers and earn IBCs through higher-level CTE courses/programs Root Cause: Expose more of the Turner population to the CTE programs of study and provide more opportunities to IBC through level CTE courses.</p>


Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Increase the English STAAR End-of-Course Performance by 3 % for English I and 6% for English II by June 2024.







High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Notebooks - 199 General Budget</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment. Utilize ClassKick for real time feedback through Chromebook. ClassKick can give teachers the ability to upload formative assessments and aggressively monitor them.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: ClassKick App for student chromebooks - 211 Title I - 211-11-6299-00-001-99-000 - \$4,800</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring). Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%. Staff Responsible for Monitoring: Associate Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 Funding Sources: Extra Duty Pay for Professionals-Saturday School-English - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a variety of reading books/materials that engage and challenge students to read both fiction and non-fiction selections. Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1, 4 - Student Learning 1 Funding Sources: Classroom Libraries for English Classes - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
	 10%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5 Problem Statements:

Demographics

Problem Statement 1: How can we as educators tap into the multitude of (each individual's) curiosity that already exists to best assist them to be successful in each core area?
Root Cause: Many students display a lack of interest in new topics from a variety of causes: Through lack of personal connection; technical/background understanding; lack of freedom of investigation/exploration; an inadvertent, but learned fear of failing; other...

Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause:** High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.

Student Learning

Problem Statement 1: How do we increase school scores to match or exceed state scores in all tested areas? **Root Cause:** Student achievement is increasing; however, the gap between school and the district and state scores still exist.

School Processes & Programs

Problem Statement 3: We have a significant number of students who have been in the ESL program long term and need to exit. **Root Cause:** System of schools must address the specific learning needs of EB students to ensure master of English and the content.


Guiding Objective 1: Optimize Engaging and Diverse Learning


Goal 6: Increase the Algebra I STAAR End-of-Course Performance by 4% by June 2024.



High Priority





HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.</p> <p>Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p> <p>Funding Sources: Notebooks - 199 General Budget</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p> <p>Funding Sources: Instructional Specialists - 211 Title I - 211-11-6119-00-001-30-000 - \$98,179</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures).</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring). Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%. Staff Responsible for Monitoring: Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: Extra Duty Pay for Professionals-Saturday School-Math - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Track student TEK deficiencies for Algebra I blitz review sessions led by Math teachers. Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. Staff Responsible for Monitoring: Administrator-in-charge of Math Department.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide individualized standardized test support (TSI, SAT) through Imagine Math. Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. Staff Responsible for Monitoring: Administrator-in-charge of Math Department.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Identify Students with the potential to attain Masters level EOC and lead in advanced pullout review sessions.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-charge of Math Department.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6 Problem Statements:

Demographics
<p>Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2); Root Cause: High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.</p>
Student Learning
<p>Problem Statement 1: How do we increase school scores to match or exceed state scores in all tested areas? Root Cause: Student achievement is increasing; however, the gap between school and the district and state scores still exist.</p>


Guiding Objective 1: Optimize Engaging and Diverse Learning

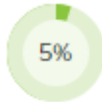
Goal 7: Increase the Biology STAAR End-of-Course Performance by 5% by June 2024.






High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.</p> <p>Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p> <p>Funding Sources: Notebooks - 199 General Budget</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.</p> <p>Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures). Strategy's Expected Result/Impact: Increase in student reading levels as measured by MAP. Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring). Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%. Staff Responsible for Monitoring: Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: Extra Duty Pay for Professionals-Saturday School-science - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide the annual "Biology Blitz" 6 weeks prior to STAAR testing. Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 10%. Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7 Problem Statements:

Demographics
<p>Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2); Root Cause: High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.</p>
Student Learning
<p>Problem Statement 1: How do we increase school scores to match or exceed state scores in all tested areas? Root Cause: Student achievement is increasing; however, the gap between school and the district and state scores still exist.</p>



Guiding Objective 1: Optimize Engaging and Diverse Learning



Goal 8: Increase the US History STAAR End-of-Course Performance by 3% by June 2024.






High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Require students to complete an ongoing reflection of previous learning through warm-up style notebook - these will be used for continuous spiraling.</p> <p>Strategy's Expected Result/Impact: Increase is student reading levels as measured by Interim Assessment.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p> <p>Funding Sources: Notebooks - 199 General Budget</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.</p> <p>Strategy's Expected Result/Impact: Increase is student reading levels as measured by Interim Assessment.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Use performance assessments as unit grades instead of MC tests (connection to bigger pictures). Strategy's Expected Result/Impact: Increase in student reading levels as measured by Interim Assessment. Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct 4 Saturday school sessions with 2 month of testing (Winter and Spring). Strategy's Expected Result/Impact: Increase student performance on diagnostic from Beginning to End by 7%. Staff Responsible for Monitoring: Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: Extra Duty Pay for Professionals-Saturday School-social studies - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement annotation strategy for reading passages.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels as measured by Interim Assessment.</p> <p>Staff Responsible for Monitoring: Administrator-in-Charge of Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8 Problem Statements:






Demographics
<p>Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2); Root Cause: High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.</p>
Student Learning
<p>Problem Statement 1: How do we increase school scores to match or exceed state scores in all tested areas? Root Cause: Student achievement is increasing; however, the gap between school and the district and state scores still exist.</p>

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: Reduce the number of violent incidents at school by 2% by May 2024.

High Priority






Evaluation Data Sources: PEIMS submissions from 2022-2023 and from 2023-2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement school-wide monitoring system for passing periods to increase the adult-presence and supervision. Strategy's Expected Result/Impact: Reduced hallway misbehaviors Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: Reduce the number of student incidents in bathrooms by 50% and maximize instructional time.

Evaluation Data Sources: Discipline data and data from SmartPass.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an electronic hall pass that helps track students in the building, their missed instructional time, and which restroom or area the student should be in.</p> <p>Strategy's Expected Result/Impact: To create a safer more secure building.</p> <p>Staff Responsible for Monitoring: Principal and APs</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: SmartPass electronic hall pass for safety and security - 211 Title I - 211-11-6299-00-001-99-000 - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 30%			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:






Perceptions
<p>Problem Statement 3: RLT has a perception that it is not a safe school from those outside the organization. Some staff even feel that way. Root Cause: National drug crisis and that a couple firearms issued have occurred in the past. Many of the drug issues on campus happen in the bathrooms or by students not being where they are supposed to be.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: Increase parent participation in Grade Level Parent meetings by 10% by May 2024.

High Priority

Evaluation Data Sources: Attendance records for Grade Level Parent Meetings for 2021-2022;
Attendance records for Grade Level Parent Meetings for 2022-2023;

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct 2 parent, grade-level specific, parent sessions during both semesters. Strategy's Expected Result/Impact: Increased parent participation and engagement in school. Staff Responsible for Monitoring: Lead Counselor</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 Funding Sources: Materials for Parent Nights - 211 Title I - 211-61-6399-00-001-99-000, Extra Duty Pay for Professionals-Parent Nights - 211 Title I - 211-61-6117-00-001-30-000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:





Demographics
<p>Problem Statement 3: The lack of parent involvement in student's education is non-existence due to a weak relationship between teachers & parents. Root Cause: Language barrier between parents and faculty/staff. Parents' multiple jobs (work hours); parents' immigrant and socioeconomic status and their lack of knowledge about the U.S. education system</p>

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: Reduce incidents of bullying by 5% by May 2024.

High Priority

Evaluation Data Sources: PEIMS reports;
Counselor records

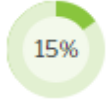




Strategy 1 Details	Reviews			
Strategy 1: Implement anti-bullying lessons in advisory. Strategy's Expected Result/Impact: Reduction in documented bullying disciplinary actions. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: Expend local and title I budgets to within 5% of total allocation by 2024.

High Priority






Evaluation Data Sources: TEAMS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Review all core department budgets with each department manager to ensure needs are met and all funds expended.</p> <p>Strategy's Expected Result/Impact: Increase student opportunity for learning through careful expenditures of budget.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: Maximize student support provided through intervention services.

Evaluation Data Sources: Timeline and schedule; checklists

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide credit recovery opportunities for general education students through a summer PLATO lab. Strategy's Expected Result/Impact: Increase in the number of credits earned by participating students. Staff Responsible for Monitoring: Summer School Principal</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: Payroll for PLATO lab manager - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide credit recovery opportunities for special education students through a summer MCRP (Modified Credit Recovery Plan) lab. Strategy's Expected Result/Impact: Increase in special education students who recover lost credit. Staff Responsible for Monitoring: Special Education Department Manager</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: Payroll for MCRP Lab Manager - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics

Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2); **Root Cause:** High absenteeism due to having to work to help support their families/lack of resources, not understanding laws about compulsory education; Lack of language acquisition; Lack of cultural context.

Student Learning

Problem Statement 1: How do we increase school scores to match or exceed state scores in all tested areas? **Root Cause:** Student achievement is increasing; however, the gap between school and the district and state scores still exist.

State Compensatory

Budget for Turner High School

Total SCE Funds: \$399,958.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Personnel for Turner High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dora Flores	AVID Teacher	1
Karen Hanson Whannell	ESL/English Teacher	1
Katherine Resa	Dual Language Math	1

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Turner High School's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring data including End of Course, Grades, and State and Local assessments, is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Turner High School's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Chad Hunter	Principal
Administrator	Kathryn Palmer	Associate Principal
Classroom Teacher	Brian Morrill	Science Teacher
Non-classroom Professional	Claudia Halman	Librarian
Classroom Teacher	Evan Brown	Choir Teacher
Classroom Teacher	Mary Mahaffey	Special Education Teacher
Classroom Teacher	Ryan McCully	Band Teacher
Paraprofessional	Sandra Burkhart	Secretary
Classroom Teacher	Brian Rodriguez	CTE Teacher
Non-classroom Professional	Sommer Flores	Counselor
Parent	Jennifer Bauer	Parent
Parent	Kimberly Ison	Parent
Parent	Christian Smith	Parent
Business Representative	Aaron Devlin	Business Representative
Business Representative	Steve Hamberger	Business Representative