Carrollton-Farmers Branch Independent School District

Turner High School

2024-2025 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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Needs Assessment Overview Summary

Goals:

1. Increase all EOC scores to match the state averages in every subject area.

2. Increase Industry Based Certifications to meet the state averages for all graduates.

3. Graduate all seniors deemed College, Career and Military Ready by the state through indicators of SAT, AP, IBC, TSIA2, or Texas College Bridge.

4. Lower the number of credits through credit recovery by increasing attendance rates first time passing of classes.

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.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,105	100.0%	24,699	5,504,150	2,107	100.0%	24,747	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.7%	0.3%	0	0.0%	0.8%	0.5%
Pre-Kindergarten	0	0.0%	4.7%	4.4%	0	0.0%	4.7%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.7%	3.7%	0	0.0%	4.7%	3.7%
Kindergarten	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Grade 1	0	0.0%	8.1%	7.2%	0	0.0%	8.1%	7.2%
Grade 2	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.1%
Grade 5	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 6	0	0.0%	6.4%	7.3%	0	0.0%	6.4%	7.2%
Grade 7	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 8	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 9	685	32.5%	8.3%	8.7%	686	32.6%	8.3%	8.7%
Grade 10	517	24.6%	7.5%	7.9%	517	24.5%	7.5%	7.9%
Grade 11	510	24.2%	6.9%	7.0%	511	24.3%	6.9%	7.0%
Grade 12	393	18.7%	5.9%	6.6%	393	18.7%	5.9%	6.6%
Ethnic Distribution:								
African American	107	5.1%	17.5%	12.8%	108	5.1%	17.5%	12.8%
Hispanic	1,648	78.3%	56.5%	53.0%	1,649	78.3%	56.5%	52.9%
White	196	9.3%	10.4%	25.6%	196	9.3%	10.5%	25.7%
American Indian	4	0.2%	0.4%	0.3%	4	0.2%	0.4%	0.3%
Asian	116	5.5%	11.6%	5.1%	116	5.5%	11.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	34	1.6%	3.4%	3.0%	34	1.6%	3.4%	3.0%
Sex:								
Female	988	46.9%	48.2%	48.8%	988	46.9%	48.2%	48.8%
Male	1,117	53.1%	51.8%	51.2%	1,119	53.1%	51.8%	51.2%
Economically Disadvantaged	1,473	70.0%	66.5%	62.1%	1,474	70.0%	66.4%	62.0%
Non-Educationally Disadvantaged	632	30.0%	33.5%	37.9%	633	30.0%	33.6%	38.0%
Section 504 Students	125	5.9%	4.1%	7.4%	125	5.9%	4.1%	7.4%
EB Students/EL	871	41.4%	38.8%	23.1%	871	41.3%	38.7%	23.0%
Students w/ Disciplinary Placements (2021-22)	28	1.2%	1.0%	1.5%				

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.

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 (2022-2023). 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 2023 (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 3% from the prior year.

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, and Algebra 1 are at or under a 70% pass rate);
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

First, the EOC data for approaches grade level is below. While their are some success and growth in this data, we are still behind the state in each subject area. This is true for each reporting category of approaches, meets, and masters.

Algebra 1 EOC

Spring Admin	Approaches Grade Level or Above					Trend	
	2019	2021	2022	2023	2024		
State	84	72	72	78	79	▲	1
Region	87	73	73	79	80	▲	1
District	86	67	71	77	77	▬	0
Creekview	86	69	73	72	71	▼	-1
ECHS	100	92	93	98	90	▼	-8
Ranchview	80	48	45	76	64	▼	-12
Smith	78	47	63	68	69	▲	1
Turner	80	50	53	60	70	▲	10
Blalack	100	98	100	100	100	▬	0
Bush	100	87	99	98	99	▲	1
Field	100	98	100	100	98	▼	-2
Long	100	80	96	100	100	▬	0
Perry	100	97	100	100	100	▬	0
Polk	100	92	100	100	99	▼	-1

English I EOC

Spring Admin	Approaches Grade Level or Above					Trend	
	2019	2021	2022	2023	2024		
State	63	66	62	71	67	▼	-4
Region	66	66	63	72	68	▼	-4
District	58	54	55	65	60	▼	-5
Creekview	64	64	66	74	70	▼	-4
ECHS	92	84	94	95	96	▲	1
Ranchview	61	61	58	76	71	▼	-5
Smith	53	44	47	50	46	▼	-4
Turner	54	49	49	64	59	▼	-5

English II EOC

Spring Admin	Approaches Grade Level or Above					Trend	
	2019	2021	2022	2023	2024		
State	67	70	71	74	74	▬	0
Region	69	71	71	75	75	▬	0
District	62	59	65	70	66	▼	-4
Creekview	70	68	73	81	76	▼	-5
ECHS	95	82	93	99	97	▼	-2
Ranchview	62	62	72	76	78	▲	2
Smith	55	59	58	65	53	▼	-12
Turner	59	49	61	61	63	▲	2

Biology EOC

Spring Admin	Approaches Grade Level or Above					Trend	
	2019	2021	2022	2023	2024		
State	88	81	81	89	91	▲	2
Region	89	81	83	89	91	▲	2
District	87	73	79	87	89	▲	2
Creekview	92	82	86	94	94	▬	0
ECHS	99	93	95	100	100	▬	0
Ranchview	89	76	81	90	92	▲	2
Smith	86	64	71	77	81	▲	4
Turner	82	67	76	87	89	▲	2
Perry	100	100	100	100	100	▬	0

US History EOC

Spring Admin	Approaches Grade Level or Above					Trend	
	2019	2021	2022	2023	2024		
State	93	88	89	95	95	▬	0
Region	93	87	88	95	96	▲	1
District	92	83	85	93	95	▲	2
Creekview	95	88	88	95	97	▲	2
ECHS	100	100	99	100	99	▼	-1
Ranchview	89	84	89	93	96	▲	3
Smith	93	83	84	90	95	▲	5
Turner	88	77	83	93	92	▼	-1

For SAT and ACT we are at or below the rest of the district and state in performance measures.

SAT/ACT All Subjects		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	90%	93%	**89%**	*	85%	100%	-	100%	-	*	*	*	90%	86%	89%	82%
	2022	92%	95%	**95%**	*	94%	100%	-	88%	-	*	-	-	95%	*	96%	83%
At Meets Grade Level or Above	2023	61%	64%	**55%**	*	41%	92%	-	100%	-	*	*	*	55%	57%	45%	27%
	2022	64%	71%	**59%**	*	47%	88%	-	88%	-	*	-	-	59%	*	53%	17%
At Masters Grade Level	2023	12%	14%	**5%**	*	0%	16%	-	20%	-	*	*	*	5%	0%	1%	0%
	2022	13%	12%	**7%**	*	4%	6%	-	25%	-	*	-	-	7%	*	2%	0%

For school progress, we are at or above the rest of CFBISD for masters grade level, but slightly lower than the rest of the state with regard to annual growth and accelerated learning.

Texas Education Agency
2022-23 Progress (TAPR)
TURNER H S (057903001) - CARROLLTON-FARMERS BRANCH ISD - DALLAS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	57%	**51%**	52%	45%	74%	*	87%	-	50%	39%	64%	51%	47%	45%	39%
End of Course English II	2023	74%	74%	**68%**	87%	63%	91%	-	84%	-	62%	49%	73%	70%	58%	64%	58%
End of Course Algebra I	2023	76%	79%	**58%**	79%	56%	57%	*	80%	-	60%	57%	*	59%	55%	57%	58%
All Grades Both Subjects	2023	64%	66%	**59%**	71%	54%	78%	*	85%	-	58%	49%	69%	60%	53%	55%	52%
All Grades ELA/Reading	2023	63%	65%	**59%**	68%	53%	82%	*	86%	-	57%	44%	70%	61%	53%	54%	49%
All Grades Mathematics	2023	66%	67%	**58%**	79%	56%	57%	*	80%	-	60%	57%	*	59%	55%	57%	58%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	27%	**18%**	*	16%	*	-	-	-	*	10%	*	17%	19%	16%	15%
End of Course English II	2023	41%	44%	**39%**	43%	39%	*	-	*	-	-	19%	*	40%	33%	39%	36%
End of Course Algebra I	2023	58%	58%	**34%**	60%	31%	*	-	-	-	-	29%	*	33%	38%	32%	35%
All Grades Both Subjects	2023	38%	39%	**32%**	48%	32%	11%	-	*	-	*	20%	*	33%	30%	31%	30%
All Grades ELA/Reading	2023	35%	38%	**32%**	36%	32%	0%	-	*	-	*	15%	*	33%	27%	31%	29%
All Grades Mathematics	2023	40%	41%	**34%**	60%	31%	*	-	-	-	-	29%	*	33%	38%	32%	35%

Graduation rate, which runs two years behind, has continued to stay above the state average.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
TURNER H S (057903001) - CARROLLTON-FARMERS BRANCH ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	96.6%	**97.1%**	94.1%	97.0%	97.7%	*	100.0%	-	100.0%	100.0%	98.4%	91.5%
Received TxCHSE	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.2%	**0.2%**	0.0%	0.3%	0.0%	*	0.0%	-	0.0%	0.0%	0.3%	0.0%
Dropped Out	6.2%	3.0%	**2.7%**	5.9%	2.8%	2.3%	*	0.0%	-	0.0%	0.0%	1.3%	8.5%
Graduates and TxCHSE	92.7%	96.8%	**97.1%**	94.1%	97.0%	97.7%	*	100.0%	-	100.0%	100.0%	98.4%	91.5%
Graduates, TxCHSE, and Continuers	93.8%	97.0%	**97.3%**	94.1%	97.2%	97.7%	*	100.0%	-	100.0%	100.0%	98.8%	91.5%

CCMR indicators, which also run a year or so behind, align with the district and are mostly above the state, with continued growth being shown in this TEA indicator.

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	61.4%	**53.0%**	47.6%	48.8%	73.7%	*	83.3%	-	75.0%	59.3%	49.1%	38.5%
2020-21	65.2%	67.5%	**66.9%**	35.3%	64.5%	77.1%	-	100.0%	-	83.3%	88.9%	64.2%	47.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	51.3%	**45.1%**	38.1%	40.9%	71.1%	*	77.8%	-	50.0%	11.1%	40.8%	31.1%
2020-21	52.7%	59.2%	**58.1%**	35.3%	54.5%	70.8%	-	100.0%	-	66.7%	13.9%	56.1%	32.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	49.5%	**46.5%**	61.9%	39.8%	81.6%	*	77.8%	-	62.5%	11.1%	40.8%	19.3%
2020-21	56.1%	64.8%	**67.5%**	70.6%	61.2%	95.8%	-	95.8%	-	100.0%	41.7%	64.5%	35.6%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	41.7%	**34.8%**	28.6%	29.8%	57.9%	*	83.3%	-	50.0%	7.4%	30.7%	15.6%
2020-21	45.7%	50.9%	**44.4%**	41.2%	37.4%	66.7%	-	100.0%	-	66.7%	13.9%	39.3%	12.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	37.0%	**31.1%**	28.6%	25.4%	57.9%	*	77.8%	-	50.0%	7.4%	26.0%	11.1%
2020-21	40.4%	44.6%	**39.7%**	35.3%	32.1%	66.7%	-	95.8%	-	66.7%	13.9%	34.9%	8.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	27.5%	**22.9%**	0.0%	21.6%	31.6%	*	55.6%	-	25.0%	3.7%	21.7%	20.7%
2020-21	21.3%	30.4%	**35.1%**	17.6%	33.0%	39.6%	-	70.8%	-	33.3%	8.3%	33.3%	25.3%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	11.4%	**0.7%**	0.0%	0.6%	2.6%	*	0.0%	-	0.0%	0.0%	0.4%	0.7%
2020-21	25.9%	13.0%	**0.9%**	0.0%	0.6%	4.2%	-	0.0%	-	0.0%	0.0%	0.9%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	24.9%	**20.1%**	23.8%	16.7%	34.2%	*	44.4%	-	37.5%	3.7%	18.1%	8.1%
2020-21	4.4%	24.6%	**25.2%**	11.8%	22.9%	29.2%	-	58.3%	-	33.3%	2.8%	26.2%	4.6%

TSIA results are at or above both the district and the state, whereas AP scores below the state and district averages.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	15.9%	**21.5%**	28.6%	19.0%	28.9%	*	38.9%	-	37.5%	7.4%	20.2%	8.9%
	2020-21	25.9%	18.1%	**10.4%**	17.6%	8.9%	14.6%	-	16.7%	-	16.7%	2.8%	9.7%	5.7%
Mathematics	2021-22	18.7%	21.3%	**25.7%**	23.8%	22.5%	44.7%	*	44.4%	-	37.5%	7.4%	22.0%	8.9%
	2020-21	19.4%	16.7%	**13.0%**	0.0%	12.0%	18.8%	-	25.0%	-	16.7%	0.0%	13.1%	3.4%
Both Subjects	2021-22	12.6%	9.1%	**12.6%**	9.5%	9.9%	23.7%	*	33.3%	-	37.5%	7.4%	10.5%	3.7%
	2020-21	14.4%	8.9%	**4.6%**	0.0%	3.9%	8.3%	-	12.5%	-	0.0%	0.0%	4.7%	1.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	0.6%	**0.9%**	0.0%	1.2%	0.0%	*	0.0%	-	0.0%	0.0%	1.4%	3.0%
	2020-21	8.6%	12.8%	**20.1%**	29.4%	21.2%	16.7%	-	0.0%	-	33.3%	27.8%	21.8%	31.0%
Mathematics	2021-22	14.0%	1.9%	**1.6%**	0.0%	2.0%	0.0%	*	0.0%	-	0.0%	0.0%	1.8%	3.0%
	2020-21	10.3%	12.4%	**9.9%**	17.6%	10.1%	10.4%	-	0.0%	-	16.7%	5.6%	8.1%	6.9%
Both Subjects	2021-22	7.5%	0.5%	**0.5%**	0.0%	0.6%	0.0%	*	0.0%	-	0.0%	0.0%	0.7%	1.5%
	2020-21	4.9%	2.6%	**3.5%**	5.9%	3.4%	4.2%	-	0.0%	-	16.7%	2.8%	3.1%	2.3%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	26.0%	**19.9%**	21.7%	15.2%	47.2%	*	55.6%	-	14.3%	5.7%	15.9%	8.2%
	2021	21.1%	23.4%	**20.5%**	28.6%	15.7%	39.3%	*	55.8%	-	30.8%	5.1%	17.3%	3.5%
English Language Arts	2022	13.2%	17.0%	**11.1%**	6.5%	7.2%	32.6%	*	51.9%	-	14.3%	2.3%	7.6%	2.1%
	2021	12.1%	16.3%	**14.0%**	26.2%	9.4%	27.0%	*	51.2%	-	30.8%	3.8%	10.2%	1.2%
Mathematics	2022	6.9%	8.1%	**4.8%**	4.3%	2.2%	13.5%	*	40.7%	-	14.3%	0.0%	2.8%	1.0%
	2021	6.1%	6.0%	**5.1%**	7.1%	2.5%	13.5%	*	27.9%	-	15.4%	2.6%	3.3%	0.0%
Science	2022	9.6%	8.2%	**4.8%**	8.7%	2.8%	11.2%	*	29.6%	-	7.1%	2.3%	4.0%	0.7%
	2021	8.7%	9.2%	**8.2%**	4.8%	5.0%	22.5%	*	37.2%	-	15.4%	3.8%	5.8%	0.8%
Social Studies	2022	12.5%	11.1%	**9.1%**	8.7%	7.5%	15.7%	*	33.3%	-	7.1%	4.6%	8.3%	4.8%
	2021	11.6%	9.5%	**10.6%**	9.5%	7.7%	21.3%	*	34.9%	-	30.8%	2.6%	8.5%	0.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	51.0%	**40.2%**	10.0%	28.2%	59.5%	-	86.7%	-	*	40.0%	33.3%	25.0%
	2021	48.6%	39.9%	**32.0%**	8.3%	16.8%	62.9%	-	70.8%	-	*	*	17.5%	22.2%
English Language Arts	2022	53.2%	54.0%	**55.0%**	*	42.3%	62.1%	-	85.7%	-	*	*	52.2%	33.3%
	2021	42.7%	34.7%	**31.1%**	9.1%	14.1%	58.3%	-	63.6%	-	*	*	16.9%	*
Mathematics	2022	50.4%	47.1%	**46.5%**	*	18.8%	75.0%	-	63.6%	-	*	-	23.5%	*
	2021	49.4%	48.8%	**56.3%**	*	31.6%	83.3%	-	75.0%	-	*	*	34.8%	-
Science	2022	44.7%	43.5%	**18.6%**	*	10.0%	40.0%	-	25.0%	-	*	*	16.7%	*
	2021	41.4%	34.1%	**33.3%**	*	15.8%	35.0%	-	68.8%	-	*	*	20.0%	*

Student Learning Strengths

Ultimately, the graduation rate at RL Turner is still strong, and growth in areas such as CCMR are the highlights of the data.

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): While TSIA2 scores are closely aligned to the state, our goal should be that 100% or Turner graduates and pass that assessment to ensure no remediation in college.
Root Cause: Students are not getting high enough scores on their SAT, thus they need the TSIA2 assessment. Our students need to learn and understand the importance of TSIA2 and curriculum and instruction needs to adapt to support our students on the TEKS of this assessment.

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.

Problem Statement 5 (Prioritized): Students struggle to pass EOCs (specifically English 1 & 2, and Algebra 1 are at or under a 70% pass rate);
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.

Problem Statement 6: RLT has a perception of low achievement.
Root Cause: Students underperform compared to the district and state.

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.

Problem Statement 4: 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 5 (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.

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.

Problem Statement 4 (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 5 (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 6 (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

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 - Perceptions

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 - Perceptions

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 - Perceptions

Problem Statement 4: Students struggle to pass EOCs (specifically English 1 & 2, and Algebra 1 are at or under a 70% pass rate);

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 - Student Learning

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: While TSIA2 scores are closely aligned to the state, our goal should be that 100% or Turner graduates and pass that assessment to ensure no remediation in college.

Root Cause 7: Students are not getting high enough scores on their SAT, thus they need the TSIA2 assessment. Our students need to learn and understand the importance of TSIA2 and curriculum and instruction needs to adapt to support our students on the TEKS of this assessment.

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: School Processes & Programs - Perceptions

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 CCMR 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: August 1, 2024

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 from 30% to 70% % for the class of 2025 by August 2025.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Conduct reviews of each student transcript to ensure graduates meet at least one college, career or military readiness indicator.	**Formative**			**Summative**
Strategy's Expected Result/Impact: For 2025, 70% of students will meet at least one criteria. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** 10 to 11 Saturday Tutorials to support EOC, TSIA2, SAT, AP, and Credit Recovery. - 211 Title I - 211-11-6117-00-001-30-000 - $20,128.05	**Oct**	**Jan**	**Mar**	**June**
	40%	65%	85%	

Strategy 2 Details	Reviews			
Strategy 2: Review each Personal Graduation Plan for all incoming 9th graders to ensure there is a plan for meeting the CCMR criteria.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: For 2025, 100% of all 9th graders will have a plan for meeting at least one CCMR criteria prior to graduation. **Staff Responsible for Monitoring:** Lead Counselor and Associate Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	30%	60%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Provide a CTE Open House for incoming freshmen in January 2025.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase CCMR by increasing the number of students in a coherent sequence. **Staff Responsible for Monitoring:** Department Manager **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Extra Duty Pay for CTE Open House - 211 Title I - 211-11-6117-00-001-30-000	40%	100%	100%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
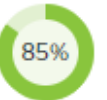
Guiding Objective 1: Optimize Engaging and Diverse Learning

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 80% of the graduating class of 2025.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Conduct a TSIA2 bootcamp for all junior and senior students needing to pas TSIA2 and adjust curriculum to support these students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of all graduate in 2025 have passed the TSIA2 test. **Staff Responsible for Monitoring:** Assistant Principal in-charge of TSIA2. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Extra duty pay for teachers. - 199 General Budget, Materials - 199 General Budget	30%	80%	85%	

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A 100% CCMR rate at graduation. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	30%	60%	90%	

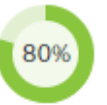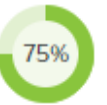0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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 will increase to 80% of the the graduating class of 2025.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Conduct TSIA bootcamp for all junior and senior students still needing to pass and adjust curriculum to support students.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the percent of passing to 80% for the graduating class of 2025. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**	30%	65%	85%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Increase the percentage of graduates who earn TEA-approved Industry-Based Certifications to 15% by August 2025 for all graduating seniors of the class of 2025.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Ensure contracts with both students and teachers about the expectation for taking an IBC assessment and train teachers on the assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Transportation for CTE students to test - 211 Title I - 211-11-6412-00-001-99-00	30%	75%	85%	
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Increase the English STAAR End-of-Course Performance by 7 % for English I and 11% for English II by June 2025.

    High Priority

    HB3 Guiding Objective

    Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** ClassKick App for student chromebooks - 211 Title I - 211-11-6299-00-001-99-000 - $4,800	30%	70%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Provide a variety of reading books/materials that engage and challenge students to read both fiction and non-fiction selections.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Classroom Libraries for English Classes - 211 Title I - 211-11-6329-00-001-99-000	50%	75%	85%	

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Increase the Algebra I STAAR End-of-Course Performance by 9% by June 2025.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Title I Instructional Coach - 211 Title I - 211-13-6119-00-001-30-000 - $89,564	30%	65%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Track student TEK deficiencies for Algebra I blitz review sessions led by Math teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-charge of Math Department. **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	35%	55%	75%	

Strategy 3 Details	Reviews			
Strategy 3: Provide individualized standardized test support (TSI, SAT) through Imagine Math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-charge of Math Department. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	**Oct**	**Jan**	**Mar**	**June**
	30%	65%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Increase the Biology STAAR End-of-Course Performance by 5% by June 2025.

High Priority

HB3 Guiding Objective

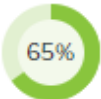**Evaluation Data Sources:** Texas Accountability Performance Report

Strategy 1 Details			Reviews			
Strategy 1: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase is student reading levels as measured by MAP. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department			**Oct**	**Jan**	**Mar**	**June**
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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**			30%	60%	85%	

Strategy 2 Details			Reviews			
Strategy 2: Provide the annual "Biology Blitz" 6 weeks prior to STAAR testing.			**Formative**			**Summative**
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			**Oct**	**Jan**	**Mar**	**June**
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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**			30%	50%	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Increase the US History STAAR End-of-Course Performance by 3% by June 2025.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Texas Accountability Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Assess mastery of priority standards through common formative assessments, monitor and adjust after each assessment. Utilize Lowman Resources to increase all areas of US History EOC scores.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase is student reading levels as measured by Interim Assessment. **Staff Responsible for Monitoring:** Administrator-in-Charge of Department **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Lowman Digital Resources - 211 Title I - $500	30%	65%	85%	
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

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 2025.

High Priority

Evaluation Data Sources: PEIMS submissions from 2023-2024 and from 2024-2025.

Strategy 1 Details	Reviews			
Strategy 1: Implement school-wide monitoring system for passing periods to increase the adult-presence and supervision.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced hallway misbehaviors	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	35%	65%	75%	
	0% No Progress	100% 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			
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.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: To create a safer more secure building.
    Staff Responsible for Monitoring: Principal and APs
 	
 TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
  - **Targeted Support Strategy - Additional Targeted Support Strategy**
 Funding Sources: SmartPass electronic hall pass for safety and security - 211 Title I - 211-11-6299-00-001-99-000 - $6,000
	35%	75%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: Increase parent participation in Grade Level Parent meetings by 10% by May 2025.

High Priority

Evaluation Data Sources: Attendance records for Grade Level Parent Meetings for 2023-2024 to the 2024-2025 year;

Strategy 1 Details	Reviews			
Strategy 1: Conduct 2 parent, grade-level specific, parent sessions during both semesters.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent participation and engagement in school.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead Counselor **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Extra Duty Pay for Professionals-Parent Nights - 211 Title I - 211-61-6117-00-001-30-000 - $700, Materials for Parent Nights - 211 Title I - 211-61-6399-00-001-99-000 - $700	30%	70%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Connect and support parents with a book study on "7 Habit of Highly Effective Teens" Both English and Spanish.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents connecting with school and with students. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Parent and Family Engagement Supplies/Resources - 211 Title I - 211-61-6399-00-001-99-000 - $10,702.95	35%	30%	80%	

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

Goal 1: Reduce incidents of bullying by 5% by May 2025.

High Priority

Evaluation Data Sources: PEIMS reports;
Counselor records

Strategy 1 Details	Reviews			
Strategy 1: Implement anti-bullying lessons in advisory.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction in documented bullying disciplinary actions.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Results Driven Accountability**	30%	65%	85%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Guiding Objective 5: Optimize All Available Resources

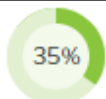**Goal 1:** Expend local and title I budgets to within 5% of total allocation by 2025.

> **High Priority**

> **Evaluation Data Sources:** TEAMS reports

Strategy 1 Details	Reviews			
Strategy 1: Review all core department budgets with each department manager to ensure needs are met and all funds expended.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student opportunity for learning through careful expenditures of budget. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	30%	65%	75%	
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

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			
Strategy 1: Provide credit recovery opportunities for general education students through a summer PLATO lab and run Saturday tutorial sessions with certified teachers in both semesters to support credit recovery.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in the number of credits earned by participating students. **Staff Responsible for Monitoring:** Summer School Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Payroll for PLATO lab manager - 211 Title I	30%	70%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Provide credit recovery opportunities for special education students through a summer MCRP (Modified Credit Recovery Plan) lab and in the summer of 2025.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in special education students who recover lost credit. **Staff Responsible for Monitoring:** Special Education Department Manager **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Payroll for MCRP Lab Manager - 211 Title I	35%	70%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental support and resources to support at-risk students including: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, and AVID	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in passing rate on state and local assessments. **Staff Responsible for Monitoring:** At-Risk Coordinator **Funding Sources:** Timely intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $399,958	35%	70%	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for Turner High School

Total SCE Funds: $399,958.00
Total FTEs Funded by SCE: 0
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.

Title I - Previous

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.

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Sped	Mary Mahaffey	Sped Teacher
Classroom Teacher	Heather Segars	Teacher
Classroom Teacher	Caitlynn Christiansen	Teacher
Parent	David Cone	Parent
Parent	Leena Buckner	Parent
Business Representative	Steve Hamberger	Business Representative
Business Representative	Aaron Devlin	Business Representative
Parent	Meredith Watson	Parent
Parent	Jenny Rich	Parent
Parent	Jennifer Bauer	Parent
Non-classroom Professional	Sommer Flores	Counselor
Classroom Teacher	Brian Rodriguez	CTE Teacher
Classroom Teacher	Ryan McCully	Band Teacher
Classroom Teacher	Mary Mahaffey	Special Education Teacher
Classroom Teacher	Evan Brown	Choir Teacher
Non-classroom Professional	Jan Joliffe	Librarian
Classroom Teacher	Rachel Sutton	Science Teacher
Administrator	Kathryn Palmer	Associate Principal
Administrator	Chad Hunter	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024