

# Willis Independent School District



## Turner Elementary

Accountability Rating: Not Rated

## 2025-2026 Campus Improvement Plan

# Mission Statement

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

# Vision

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

# Value Statement

## **Educational Excellence**

**Relationships**

**Perseverance**

**Strong Character**

**Accountability**

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Student Achievement	9
School Culture and Climate	15
Staff Quality, Recruitment, and Retention	18
Curriculum, Instruction, and Assessment	20
Family and Community Engagement	22
School Organization	24
Technology	26
<b>Priority Problem Statements</b>	28
<b>Data Documentation for CNA</b>	32
Improvement Planning Data	33
Accountability Data	33
Student Data: Assessments	33
Student Data: Student Groups	34
Student Data: Behavior and Other Indicators	34
Employee Data	34
Parent/Community Data	35
Support Systems and Other Data	35
<b>Goals</b>	36
Goal 1 : Student Success- We will foster student success by establishing safe learning e...	37
Goal 2 : Financial Stewardship - We will ensure transparent communication on district fin...	54
Goal 3 : Development - We will enhance instructional effectiveness and student success ...	55
Goal 4 : Relationship - We will build genuine relationships to create a safe environment w...	60
Goal 5 : Communication - We will align communication to ensure messaging is intentional...	63



# Comprehensive Needs Assessment

# Demographics

## Summary

Student Demographics (2023 - 2024 Summer PEIMS file loaded 07/15/2024)			Count	Percent
<b>Gender</b>				
	Female		258	54.43%
	Male		216	45.57%
<b>Ethnicity</b>				
	Hispanic-Latino		172	36.29%
<b>Race</b>				
	American Indian - Alaskan Native		2	0.42%
	Asian		5	1.05%
	Black - African American		77	16.24%
	Native Hawaiian - Pacific Islander		0	0.00%
	White		203	42.83%
	Two-or-More		15	3.16%

Student Programs (2023 - 2024 Summer PEIMS file loaded 07/15/2024)			Count	Percent
	CTE Attendance		0	0.00%
	Gifted and Talented		25	5.27%
	Pregnancy Related Services		0	0.00%
	Regional Day School Program for the Deaf		0	0.00%
	Section 504		26	5.49%
	Special Education (SPED)		95	20.04%
<b>Bilingual/ESL</b>				
	Emergent Bilingual (EB)		49	10.34%
	Standard or Alternative Bilingual/ESL		41	8.65%
	Dual Language Immersion/One-Way		0	0.00%
	Dual Language Immersion/Two-Way		0	0.00%
<b>Dyslexia</b>				
	Dyslexia Indicator Code		27	5.70%
	Dyslexia Risk Code		143	30.17%
	Dyslexia Services Code		27	5.70%
<b>Title 1 Part A</b>				
	Schoolwide Program		4	0.84%
	Targeted Assistance		0	0.00%
	Targeted Assistance Previously Participated		0	0.00%
	Title I Homeless		0	0.00%
	Neglected		0	0.00%

Special Education Services (2023 - 2024 Summer PEIMS file loaded 07/15/2024)			Count	Percent
<b>Instructional Settings</b>				

Speech Therapy	59	12.16%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	37	7.63%
VAC	0	0.00%
Off Home Campus	1	0.21%
State School	0	0.00%
Residential Care	2	0.41%
Self Contained	19	3.92%
Full-Time Early Childhood	0	0.00%
Mainstream	26	5.36%

### Student Indicators (2023 - 2024 Summer PEIMS file loaded 07/15/2024)

	Count	Percent
Foster Care	5	1.05%
IGC Reviewed	0	0.00%
Intervention Indicator	53	11.18%
Migrant	0	0.00%
Military Connected	7	1.48%
Unschooling Asylee/Refugee	0	0.00%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	335	70.68%
Free Meals	300	63.29%
Reduced-Price Meals	35	7.38%
Other Economic Disadvantage	0	0.00%
<b>Homeless Statuses</b>		
Homeless Status Total	3	0.63%
Shelter	0	0.00%
Doubled Up	3	0.63%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	3	0.63%
Unaccompanied Youth	0	0.00%

Turner Elementary has identified several key strengths that contribute to the success of its students and overall school climate. Diversity is a notable asset, fostering an inclusive learning environment. The school has also experienced consistently strong attendance, with weekly averages showing a 1/2% increase. Professional development efforts, such as the implementation of Seven Steps training for English language acquisition, are beginning to show positive results. Additionally, the presence of a highly effective ESL paraprofessional is expected to support further academic gains this year. Academic performance data also highlights that Hispanic students are performing above average compared to other groups.

Despite these strengths, Turner Elementary has pinpointed specific areas for improvement. There is a need for greater clarity in Special education instruction and clearer guidance regarding accommodations for both SPED and LPAC students. These gaps may hinder full academic access for all learners if left unaddressed. The school is also considering student engagement initiatives, such as Kona Ice, to enhance attendance rates, morale and community involvement next year.

Moving forward, Turner Elementary will focus on improving instructional clarity and accommodation practices while continuing to build on its diverse strengths and effective language support systems.

## Strengths

Turner Elementary takes pride in its diverse student body. This diversity not only enriches education but also prepares students to succeed in a global society.

Student engagement remains strong, with weekly attendance rates averaging 0.5% higher than in previous years—an encouraging sign of students' enthusiasm for learning and school involvement.

The school has implemented Seven Steps training to support English language acquisition, equipping teachers with effective strategies for English language learners. This initiative, along with the outstanding work of the school's ESL paraprofessional, is beginning to strengthen academic outcomes for multilingual students.

Notably, Hispanic students are now beginning to outperform other groups on average, reflecting the school's commitment to equitable education and the dedication of its staff to nurturing every student's potential.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Training is needed in the areas of special education instruction to support general education instruction and clearer guidance regarding accommodations.	There is a need for greater clarity in special education instruction and clearer guidance regarding special education accommodations.
2 ★	Continued training is needed in the area of instructional strategies for Emergent bilingual students, in order to ensure continued growth.	Clarity is needed in the area of ESL instructional accommodations and strategies which support all struggling learners.
3 ★	Although attendance rates in the 2024-25 school year remained consistently 1/2% above the previous year, attendance rates still steadily decreased over the course of the year.	Parents may not have a clear understanding of the importance of everyday attendance and students may lose motivation to attend daily.

★ = Priority

# Student Achievement

## Summary

### 2025 Closing the Gap Performance Targets

County-District Number: 170904 District Name: WILLIS ISD

Generated: 07/03/2025 09:04:50

### 2025 Closing the Gap Performance Targets

2025 Closing the Gap Performance Targets for (170904104) - Turner EL

Calculated on June 5th, 2025 at 8:28PM

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	24	32	75.0	30.0	22.5
Growth or Graduation: Chosen Component (Academic Growth Status)	24	32	75.0	50.0	37.5
English Language Proficiency	4	4	100.0	10.0	10.0
Student Quality or Student Success: Chosen Component (STAAR Component Only)	11	16	68.8	10.0	6.9
Closing the Gaps Domain Raw Score					77
Closing the Gaps Domain Scale Score					91
Closing the Gaps Domain Letter Score					A

### Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis (Current)	SpEd (Former)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim	46	34	39	59	44	73	46	55	37	37	35	26	38	47	
Reading 2028-32 Next Interim	55	45	49	66	53	78	55	63	48	48	46	38	48	56	
Reading 2038 Long Term	73	67	70	80	72	87	73	78	69	69	68	63	69	74	
Reading 2024	52	37	62	49	.	100	.	25	48						
	59	43	59	64	-	100	-	50	54	42	56	26	-	58	
Reading 2025	134	16	55	58	0	2	0	3	96	13	89	15	0	95	
	229	37	94	90	0	2	0	6	178	31	159	58	2	165	
Points	3	3	3	3					3						12

Met Minimum Size	Yes	Yes	Yes	Yes	Not Coded or Null	No	Not Coded or Null	No	Yes	Yes	Yes	Yes	No	Yes
Mathematics 2023-27 Interim	49	33	44	60	47	82	51	55	42	45	40	29	45	51
Mathematics 2028-32 Next Interim	58	44	53	67	56	85	59	63	52	54	50	41	54	59
Mathematics 2038 Long Term	75	67	72	80	74	91	76	78	71	73	70	65	73	76
Mathematics 2024	48	30	51	50	.	100	.	25	40					
Mathematics 2025	58	44	60	60	-	100	-	43	54	45	55	31	-	58
	136	16	58	57	0	2	0	3	99	14	91	18	0	99
Points	236	36	96	95	0	2	0	7	184	31	164	59	2	172
Met Minimum Size	Yes	Yes	Yes	Yes	Not Coded or Null	No	Not Coded or Null	No	Yes	Yes	Yes	Yes	No	Yes
Total Academic Achievement Component Points														12
24														

Student Growth

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis (Current)	SpEd (Former)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim	64	59	62	68	62	80	62	67	61	62	60	50	64	65	
Reading 2028-32 Next Interim	74	69	72	77	72	85	72	76	71	72	70	60	74	75	
Reading 2038 Long Term	94	89	92	95	92	95	92	95	91	92	90	80	94	95	
Reading 2024	78	61	78	85	.		.	75	80						
Reading 2025	78	70	79	79	-	100	-	110	75	69	77	63	-	76	
	101	15	44	39	-	2	-	2	71	13	65	17	-	77	
Points	129	21	55	49	0	2	0	2	95	18	84	27	0	101	
Met Minimum Size	Yes	Yes	Yes	Yes	Not Coded or Null	No	Not Coded or Null	No	Yes	Yes	Yes	Yes	No	Yes	
Mathematics 2023-27 Interim	69	61	68	74	69	88	70	71	66	69	65	58	70	70	
Mathematics 2028-32 Next Interim	78	71	77	81	78	90	78	79	76	78	75	68	78	78	
Mathematics 2038 Long Term	95	91	95	95	95	95	95	95	95	95	95	88	95	95	

Mathematics 2024	62	58	64	62	.	100	.	50	61						
	77	81	76	77	-	100	-	75	79	75	80	58	-	76	
Mathematics 2025	102	17	42	40	-	2	-	2	76	14	69	16	-	79	
	132	21	55	52	0	2	0	2	97	18	86	28	0	104	
Points	3	3	3	3	0	0	0	0	3	0	0	0	0	0	12
Met Minimum Size	Yes	Yes	Yes	Yes	Not Coded or Null	No	Not Coded or Null	No	Yes	Yes	Yes	Yes	No	Yes	
Total Growth Component Points															24

English Language Proficiency

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis (Current)	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
(2023-27) Interim										49					
(2028-32) Next Interim										51					
(2038) Long Term										55					
Prior Year Rate 2025										41					
Advanced High or Basic Fluency Points	-	-	-	-	-	-	-	-	-	74	-	-	-	-	
Met Minimum Size										26	-	-	-	-	
										35					
										4					4
										Yes					
Total English Language Proficiency Component Points															4

School Quality (CCMR)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis (Current)	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Total School Quality (CCMR) Component Points															

Student Success (STAAR Only No CCMR)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis (Current)	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
(2023-27) Interim	47	36	41	58	46	72	49	55	40	37	38	23	42	48	
(2028-32) Next Interim	57	46	51	68	56	80	59	65	50	47	48	33	52	58	

(2038) Long Term	77	66	71	88	76	95	79	85	70	67	68	53	72	78	
Prior Year Rate	45	34	49	46	.	75	.	33	41						
2025 Average of Performance Levels Above	51	41	52	54	-	80	-	43	47	40	49	27	17	50	
Approaches Standard	423	55	172	180	0	5	0	11	314	48	283	65	2	312	
Points	3	3	3	2	0	0	0	2	3	0	0	0	0	0	11
Met Minimum Size	Yes	Yes	Yes	Yes	Not Coded or Null	No	Not Coded or Null	Yes	Yes	Yes	Yes	Yes	No	Yes	
Total Student Success (STAAR Only No CCMR) Component Points														11	

Turner Elementary continues to show progress in key academic areas. The campus is nearing the target meets/masters level for its focus group (white students) and anticipates gains in TELPAS through targeted interventions. Data-driven instruction is a clear strength, with intervention groups formed based on both demographics and performance data. Remarkable gains are being made in closing the achievement gap between disadvantaged student groups and all students.

To support continued growth, the school needs access to High Quality Instructional Materials (HQIM) and focused teacher training on these resources. Campus instructional coaches will be crucial to the professional development process and to the lesson internalization process as it pertains to HQIM. Additionally, sustaining the use of lead4ward strategies for high-level questioning remains a priority to deepen student thinking and engagement. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.

## Strengths

Overall, Turner Elementary's data tells a story of strong academic performance and student growth, paired with a clear path forward for increasing success across all student groups. Students are not only performing relatively well in core academic areas but are also making consistent progress over time.

Remarkable gains are being made in closing the achievement gap between disadvantaged student groups and all students over the past two consecutive years, resulting in an increase of 24 points (from 65 in 2023 to 89 in 2025) in overall accountability scores.



# Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>While Turner Elementary has achieved notable success in Approaches grade level Standards, there is still room for growth in reaching the Meets and Masters GL Standard in all content areas and grade levels. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.</p>	<p>Questioning in classroom discussion has traditionally remained at the lower levels of Depth of Knowledge (DOK) and materials used have not been high consistently high quality and 100% aligned to state standards.</p>
<p><b>2</b> ★</p> <p>Continued training is needed in the area of effective science instruction in all grade levels, aligned with new TEKS.</p>	<p>Science is a significant area of need, with only 49% of students meeting the "Approaches" standard and very few reaching higher performance levels.</p>
<p><b>3</b> ★</p> <p>Percentages of students who do not meet still remain higher than the district goal of no more than 10%</p>	<p>Though instructional staff are becoming more strategic and intentional with using data to inform interventions, more growth could be seen if staff used screener data (such as MAP) to inform intervention and small group instructional practices.</p>

★ = Priority

# School Culture and Climate

## Summary

Turner Elementary demonstrates strong consistency in expectations, communication, and behavior reinforcement. Staff-wide student support, character trait reinforcement, morning meetings, and tools like Class Dojo and the Kat Store contribute to a positive school climate. Data tools such as referral reports and the ESF diagnostic also support informed decision-making.

Areas for improvement include developing consistent systems for managing behavior across specials, dress code expectations, and student expectations in common student areas. There is also a need for a more formalized mentorship program, and increased parent engagement in academic activities.

By strengthening these systems, Turner can enhance student behavior, academic achievement, and school-wide consistency. In addition, some teachers report that a clearer system for discipline referrals is needed on campus in order to address the relatively rare, but still existent more escalated behaviors.

## Strengths

Turner Elementary excels in fostering a positive school culture and climate, according to teacher and parent surveys and the Effective Schools Framework diagnostic. Turner contributes significantly to the strong positive culture that WISD is aiming to foster.

# Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>There is a need for a more formalized mentorship program for students with the goal of increasing attendance, enforcing expectations, and creating connection between teachers and students.</p>	<p>The student-teacher mentorship program is in the beginning phases of implementation.</p>
<p><b>2</b> ★</p> <p>There is a need for consistent behavior reinforcement and correction across the campus in areas outside of the academic classrooms.</p>	<p>It is often observed that student behavior is addressed differently (less effectively) in specials classes, in hallways during arrival and dismissal and any other less structured times in the building.</p>
<p><b>3</b> ★</p> <p>Some teachers report that a clearer system for discipline referrals is needed on campus in order to address the relatively rare, but still existent more escalated behaviors.</p>	<p>Training on the district code of conduct is needed, as well as the implementation of a clear flow chart on campus, which will direct teachers in the steps to discipline referral and create a clear "workflow" for administrators.</p>

★ = Priority

# Staff Quality, Recruitment, and Retention

## Summary

Turner Elementary currently employs only highly qualified and certified teachers. There is no plan for this to change in the 2025-26 school year.

## Strengths

All teachers at Turner are Highly Qualified. However, there is evidence that teachers at Turner need professional development in the area of Emerging Bilingual strategies and Gifted and Talented strategies.

# Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

## Problem Statement

## Root Cause

1  
★

Growth in ALL students (high achieving, low achieving and mid-achieving) is not always evident in STAAR and MAP scores.

There is evidence in MAP data that teachers are in need of professional development in the area of student growth.

★ = Priority

# Curriculum, Instruction, and Assessment

## Summary

Turner Elementary excels in 4th-grade Reading Language Arts (RLA) and 3rd-grade Math. There is strong staff collaboration, particularly in the areas of 4th-grade RLA and 5th-grade Math/Science. The effective use of data to form small groups and the integration of Heggerty for phonics instruction in lower grades further bolster student learning outcomes.

However, the school needs high-quality instructional materials and staff training to implement the new curriculum effectively. Alignment of End-of-Unit (EOUs) assessments and middle of unit assessments (MOUs) is necessary to ensure consistent grading and instructional practices. Additionally, establishing uniform testing strategies and text annotation methods across grades 3–5, along with increasing exposure to diverse question types, will enhance academic readiness and critical thinking skills.

## Strengths

Overall, Turner Elementary's curriculum, instruction, and assessment practices are designed to promote academic excellence, critical thinking skills, and lifelong learning habits among its students. Turner Elementary prioritizes differentiated instruction to ensure that each student receives personalized support and challenges according to their individual needs and abilities. Teachers design extensions, interventions, and provide accommodations to meet diverse learning requirements.

# Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Depth of Knowledge level of tasks that students are asked to perform are not at appropriately high rigor in order to ensure student success and mastery.</p>	<p>Misalignment of tasks and assessment</p>
<p><b>2</b> ★</p> <p>High leverage instructional strategies are not consistently used to engage students in higher order thinking and ensure mastery.</p>	<p>There is a need for training in high-leverage instructional strategies for all students (including EB students), using assessment data (such as MAP) to drive strategies.</p>
<p><b>3</b> ★</p> <p>In reading instruction, there is a need to standardize expectations for approaching text, understanding the genre demand of different genres, and annotating text to better analyze text.</p>	<p>Teachers have different levels of knowledge and different expectations of student readers.</p>

★ = Priority

# Family and Community Engagement

## Summary

Turner Elementary exhibits several strengths, including multiple opportunities for parent involvement, a variety of academic and social development programs, multiple forms of communication, good event turnout, food inclusion, and providing take-aways. Despite these strengths, there are key areas of need. The school could benefit from increased participation in the PTO, and better promotion of upcoming events using signs in the car rider line and possible Virtual Meeting Options.

## Strengths

The school offers family engagement programs designed to promote parent-child interactions, family literacy, and parental support for academic success. These programs may include literacy nights, math nights, and student-led conference events. Turner also promotes district-level programs, which support parents as well.

# Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>There is a need to increase parental engagement in academic activities.</p>	<p>There is a need for awareness on the correlation between parental academic engagement and student achievement versus parental involvement.</p>
<p><b>2</b> ★</p> <p>There is limited engagement in the Parent Teacher Organization (PTO).</p>	<p>Parents may not feel included and may not be able to attend meetings at the currently designated times.</p>

★ = Priority

# School Organization

## Summary

Turner Elementary fosters a collaborative culture where educators and stakeholders actively shape the school's direction. Teacher committees contribute insights on curriculum, policies, and initiatives, while a diverse campus guiding coalition sets goals and priorities to drive strategic planning.

In grades 2–5, team teaching allows educators to work in interdisciplinary teams, promoting collaboration, differentiated instruction, and targeted student support. This model enhances both teaching and learning by addressing individual student needs.

The school follows a student-centered approach, emphasizing personalized learning, academic growth, and holistic development. Its structure reflects a commitment to supporting all learners in a nurturing environment.

Ongoing professional development is a priority, empowering teachers to refine instruction, integrate technology, and adapt to evolving student needs.

A clear organizational framework supports teamwork, communication, and accountability, ensuring transparency and continuous improvement throughout the school.

## Strengths

Turner Elementary's school context and organization are characterized by collaborative decision-making, team teaching approaches, a student-centered focus, ongoing professional development, and a structured organizational framework that promotes collaboration, innovation, and student success.

# Problem Statements Identifying School Organization Needs

## Problem Statement

## Root Cause

1

There is a need for a more concise and updated Mission, Vision, and Core Values, around which to focus collaborate efforts of faculty and staff.

The current Mission, Vision, and Core Values are outdated and created by staff members who are no longer at the campus.

 = Priority

# Technology

## Summary

At Turner Elementary, students engage with technology daily alongside traditional paper and pencil activities. With a surplus of devices exceeding the student population, each learner has access to necessary tools. Technology serves various educational purposes, including research, collaboration, and skill practice across different subjects and grade levels. Teachers employ digital resources to enhance lesson engagement and personalize learning experiences. Concurrently, they emphasize fundamental skills such as handwriting and critical thinking through traditional methods. Through this balanced approach, Turner Elementary prepares students for success in a digital age while ensuring the development of well-rounded skills.

## Strengths

Although each student has access to a quality technology device, teachers vary the activities within their classrooms to include both "online" and "offline" activities. Students are provided with vetted, engaging age-appropriate programs for learning.

# Problem Statements Identifying Technology Needs

## Problem Statement

## Root Cause

1

Though technology is used across all grade levels, the level of the task students are required to complete with technology is not consistent across the campus.

There is a need for continuous professional development to ensure that technology resources which require students to think and produce work at high DOK levels.

2

There is a continued need for keyboarding instruction across all grade levels to prepare students for a technology dependent society.

Students lack traditional keyboarding instruction, so it is difficult for them to type constructed responses on devices.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Training is needed in the areas of special education instruction to support general education instruction and clearer guidance regarding accommodations.

There is a need for greater clarity in special education instruction and clearer guidance regarding special education accommodations.

2  
★

Continued training is needed in the area of instructional strategies for Emergent bilingual students, in order to ensure continued growth.

Clarity is needed in the area of ESL instructional accommodations and strategies which support all struggling learners.

3  
★

While Turner Elementary has achieved notable success in Approaches grade level Standards, there is still room for growth in reaching the Meets and Masters GL Standard in all content areas and grade levels. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.

Questioning in classroom discussion has traditionally remained at the lower levels of Depth of Knowledge (DOK) and materials used have not been high consistently high quality and 100% aligned to state standards.

4  
★

Continued training is needed in the area of effective science instruction in all grade levels, aligned with new TEKS.

Science is a significant area of need, with only 49% of students meeting the "Approaches" standard and very few reaching higher performance levels.

5  
★

Although attendance rates in the 2024-25 school year remained consistently 1/2% above the previous year, attendance rates still steadily decreased over the course of the year.

Parents may not have a clear understanding of the importance of everyday attendance and students may lose motivation to attend daily.

6  
★

Percentages of students who do not meet still remain higher than the district goal of no more than 10%

Though instructional staff are becoming more strategic and intentional with using data to inform interventions, more growth could be seen if staff used screener data (such as MAP) to inform intervention and small group instructional practices.

7  
★

There is a need for a more formalized mentorship program for students with the goal of increasing attendance, enforcing expectations, and creating connection between teachers and students.

The student-teacher mentorship program is in the beginning phases of implementation.

8  
★

There is a need for consistent behavior reinforcement and correction across the campus in areas outside of the academic classrooms.

It is often observed that student behavior is addressed differently (less effectively) in specials classes, in hallways during arrival and dismissal and any other less structured times in the building.

9  
★

Some teachers report that a clearer system for discipline referrals is needed on campus in order to address the relatively rare, but still existent more escalated behaviors.

Training on the district code of conduct is needed, as well as the implementation of a clear flow chart on campus, which will direct teachers in the steps to discipline referral and create a clear "workflow" for administrators.

10  
★

Growth in ALL students (high achieving, low achieving and mid-achieving) is not always evident in STAAR and MAP scores.

There is evidence in MAP data that teachers are in need of professional development in the area of student growth.

11  
★

Depth of Knowledge level of tasks that students are asked to perform are not at appropriately high rigor in order to ensure student success and mastery.

Misalignment of tasks and assessment

12  
★

High leverage instructional strategies are not consistently used to engage students in higher order thinking and ensure mastery.

There is a need for training in high-leverage instructional strategies for all students (including EB students), using assessment data (such as MAP) to drive strategies.

13



In reading instruction, there is a need to standardize expectations for approaching text, understanding the genre demand of different genres, and annotating text to better analyze text.

Teachers have different levels of knowledge and different expectations of student readers.

14



There is a need to increase parental engagement in academic activities.

There is a need for awareness on the correlation between parental academic engagement and student achievement versus parental involvement.

15



There is limited engagement in the Parent Teacher Organization (PTO).

Parents may not feel included and may not be able to attend meetings at the currently designated times.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data



# Goals

# Goal 1

Student Success- We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

## Performance Objective 1

Kindergarten reading instruction will focus upon daily foundational reading skills.

**Evaluation Data Source:** MAP Reading fluency assessment

### Strategy 1

Kindergarten classrooms will use high quality instructional materials in order to ensure student mastery of foundational reading skills in their daily lessons.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**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

#### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

### Strategy 2

Kindergarten classrooms will use Heggerty Bridge to Reading in order to teach foundational reading skills daily.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**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

#### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 2

The percentage of Kindergarten students that score average or above from the BOY to the EOY math MAP fluency assessment will increase yearly for each cohort by 5%.

**Evaluation Data Source:** MAP Reading Fluency Assessment

### Strategy 1

Teachers will use HQIM with math manipulatives daily to ensure mastery of numeracy and early math skills in their daily lessons.

**Strategy's Expected Result/Impact:** Ensure mastery of numeracy and early math skills

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**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

### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 3

The percentage of 1st through 5th grade students who meet NWEA Map Growth measure in Reading will increase by 10% by May 2026 (with a total projected increase of 15% by May 2027.)

### Strategy 1

Small group, differentiated reading instruction will be delivered in every classroom, daily, and with fidelity. This instruction will allow for productive struggle in learning.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**Problem Statements:** Demographics 1, 2 - Student Achievement 3

**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

## Formative Reviews

Considerable Progress

October

Some Progress

January

March

May

## Strategy 2

First grade and second grade classrooms will use Heggerty Bridge to Reading to systematically teach foundational reading skills daily.

**Strategy's Expected Result/Impact:** Increased achievement

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**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

## Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Strategy 3

Instructional staff will receive training by NWEA MAP in the effective usage of data to drive instruction and produce growth and higher levels of student achievement.

**Strategy's Expected Result/Impact:** Increased Achievement


**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 1


**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

## Formative Reviews

 Accomplished

October

 Accomplished

January

March

May

**Performance Objective 3 Problem Statements Identifying Demographics**

Problem Statement	Root Cause
<p><b>1</b> Training is needed in the areas of special education instruction to support general education instruction and clearer guidance regarding accommodations.</p>	<p>There is a need for greater clarity in special education instruction and clearer guidance regarding special education accommodations.</p>
<p><b>2</b> Continued training is needed in the area of instructional strategies for Emergent bilingual students, in order to ensure continued growth.</p>	<p>Clarity is needed in the area of ESL instructional accommodations and strategies which support all struggling learners.</p>

**Performance Objective 3 Problem Statements Identifying Student Achievement**

Problem Statement	Root Cause
<p><b>3</b> Percentages of students who do not meet still remain higher than the district goal of no more than 10%</p>	<p>Though instructional staff are becoming more strategic and intentional with using data to inform interventions, more growth could be seen if staff used screener data (such as MAP) to inform intervention and small group instructional practices.</p>

**Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention**

Problem Statement	Root Cause
<p><b>1</b> Growth in ALL students (high achieving, low achieving and mid-achieving) is not always evident in STAAR and MAP scores.</p>	<p>There is evidence in MAP data that teachers are in need of professional development in the area of student growth.</p>

**Performance Objective 4**

The percentage of 1st through 5th grade students who meet NWEA Map Growth measure in Math will increase by 10% by May 2026 (with a total projected growth measure of 15% by May 2027)..

**Strategy 1**

HQIM will be used in the classroom daily and with fidelity to ensure the mastery of numeracy, math fluency, and problem solving skills. Daily instruction will allow for productive struggle.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**Problem Statements:** Student Achievement 3

**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

### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Strategy 2

Instructional staff will receive training by NWEA MAP in the effective usage of data to drive instruction and produce growth and higher levels of student achievement.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Admin

**Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1

**Funding Sources:** 211 - Title 1-A, \$4,200

**Title I:** 2.5.1

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews



Accomplished

October



Accomplished

January

March

May

## Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p><b>1</b> While Turner Elementary has achieved notable success in Approaches grade level Standards, there is still room for growth in reaching the Meets and Masters GL Standard in all content areas and grade levels. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.</p>	<p>Questioning in classroom discussion has traditionally remained at the lower levels of Depth of Knowledge (DOK) and materials used have not been high consistently high quality and 100% aligned to state standards.</p>
<p><b>3</b> Percentages of students who do not meet still remain higher than the district goal of no more than 10%</p>	<p>Though instructional staff are becoming more strategic and intentional with using data to inform interventions, more growth could be seen if staff used screener data (such as MAP) to inform intervention and small group instructional practices.</p>

## Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p><b>1</b> Growth in ALL students (high achieving, low achieving and mid-achieving) is not always evident in STAAR and MAP scores.</p>	<p>There is evidence in MAP data that teachers are in need of professional development in the area of student growth.</p>

## Performance Objective 5 High Priority HB3 Goal

Per HB 3, the percentage of 3rd grade student that score meets grade level expectations or above on the Reading STAAR will increase to 59% by May 2026.

**Evaluation Data Source:** STAAR scores

**Strategy 1**  **Additional Targeted Support Strategy**  **Results Driven Accountability**

Daily use of HQIM in Reading Language Arts will be used in every classroom daily.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**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

## Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 6

Per HB 3, the percentage of 3rd grade student that score meets grade level expectations or above on the Math STAAR will increase to 60% by May 2026.

### Strategy 1

Daily Implementation of Bluebonnet learning in every classroom will ensure aligned grade level instruction.

**Strategy's Expected Result/Impact:** Increased achievement

**Staff Responsible for Monitoring:** Teachers, coaches, admin

#### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 7 High Priority

Turner Elementary students will reach high academic standards, in the area of Reading Language Arts with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025-26 accountability year.

**Evaluation Data Source:** STAAR and MAP scores

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

100% of teachers will implement HQIM consistently by October 2025.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Teachers, Coaches, Admin

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**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

## Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

**Strategy 2**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

100% of Teachers use unit or lesson internalization protocols at least once weekly during planning time.

**Strategy's Expected Result/Impact:** More aligned planning of instruction

**Staff Responsible for Monitoring:** Teachers, coaches, admin

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

**Performance Objective 7 Problem Statements Identifying Student Achievement**

Problem Statement	Root Cause
<p><b>1</b> While Turner Elementary has achieved notable success in Approaches grade level Standards, there is still room for growth in reaching the Meets and Masters GL Standard in all content areas and grade levels. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.</p>	<p>Questioning in classroom discussion has traditionally remained at the lower levels of Depth of Knowledge (DOK) and materials used have not been high consistently high quality and 100% aligned to state standards.</p>

**Performance Objective 7 Problem Statements Identifying Curriculum, Instruction, and Assessment**

Problem Statement	Root Cause
<p><b>1</b> Depth of Knowledge level of tasks that students are asked to perform are not at appropriately high rigor in order to ensure student success and mastery.</p>	<p>Misalignment of tasks and assessment</p>
<p><b>2</b> High leverage instructional strategies are not consistently used to engage students in higher order thinking and ensure mastery.</p>	<p>There is a need for training in high-leverage instructional strategies for all students (including EB students), using assessment data (such as MAP) to drive strategies.</p>

**Performance Objective 8**

Turner Elementary students will reach high academic standards in the area of Mathematics, with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025-26 accountability year.

**Strategy 1**  **Targeted Support Strategy**  **Additional Targeted Support Strategy**  
 **Results Driven Accountability**

100% of teachers will implement HQIM consistently by October 2025.

**Strategy's Expected Result/Impact:** Increased Achievement

**Staff Responsible for Monitoring:** Teachers, coaches, admin

**Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2

**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

**Formative Reviews**

Considerable Progress

**October**

Considerable Progress

**January**

**March**

**May**

**Strategy 2**  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

**Results Driven Accountability**

100% of Teachers use unit or lesson internalization protocols at least once weekly during planning time.

**Strategy's Expected Result/Impact:** Increased Achievement in math, due to differentiated instruction

**Staff Responsible for Monitoring:** Teachers, coaches, admin

**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

**Formative Reviews**

Considerable Progress

**October**

Considerable Progress

**January**

**March**

**May**

**Performance Objective 8 Problem Statements Identifying Student Achievement**

Problem Statement	Root Cause
<p><b>1</b> While Turner Elementary has achieved notable success in Approaches grade level Standards, there is still room for growth in reaching the Meets and Masters GL Standard in all content areas and grade levels. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.</p>	<p>Questioning in classroom discussion has traditionally remained at the lower levels of Depth of Knowledge (DOK) and materials used have not been high consistently high quality and 100% aligned to state standards.</p>

**Performance Objective 8 Problem Statements Identifying Curriculum, Instruction, and Assessment**

Problem Statement	Root Cause
<p><b>1</b> Depth of Knowledge level of tasks that students are asked to perform are not at appropriately high rigor in order to ensure student success and mastery.</p>	<p>Misalignment of tasks and assessment</p>
<p><b>2</b> High leverage instructional strategies are not consistently used to engage students in higher order thinking and ensure mastery.</p>	<p>There is a need for training in high-leverage instructional strategies for all students (including EB students), using assessment data (such as MAP) to drive strategies.</p>

**Performance Objective 9  High Priority**

Turner Elementary students will reach high academic standards, in the area of Science with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025-26 accountability year.

**Evaluation Data Source:** STAAR scores

**Strategy 1**

Units will be planned according to district pacing, using Stemscores resources.

**Strategy's Expected Result/Impact:** Increased achievement


**Staff Responsible for Monitoring:** Teachers, coaches, admin

**Problem Statements:** Student Achievement 2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

 Accomplished

Considerable Progress

October

January

March

May

## Strategy 2

Science Penguin resources will be incorporated within units, in order to provide clear visuals in student science journals.

**Strategy's Expected Result/Impact:** Increased achievement


**Staff Responsible for Monitoring:** Teachers, coaches, admin


**Funding Sources:** Science Penguin 199 - General Fund, \$1,000

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

 Accomplished

 Accomplished

October

January

March

May

## Performance Objective 9 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Continued training is needed in the area of effective science instruction in all grade levels, aligned with new TEKS.

Science is a significant area of need, with only 49% of students meeting the "Approaches" standard and very few reaching higher performance levels.

## Performance Objective 10

Turner Elementary will achieve a 95.5% attendance rate for all students during the 2025-26 school year.

**Evaluation Data Source:** Perfect attendance incentives will include Kona Ice and other incentives.

## Strategy 1

At Turner Elementary, monthly perfect attendance parties and quarterly Kona Ice treats will

incentivize perfect attendance for students and parents.

**Strategy's Expected Result/Impact:** Increased attendance

**Staff Responsible for Monitoring:** Admin, registrar

**Problem Statements:** Demographics 3 - School Culture and Climate 1

**Funding Sources:** Popsicles and treats 211 - Title 1-A, \$2,000

**Title I:** 2.5.1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Performance Objective 10 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Although attendance rates in the 2024-25 school year remained consistently 1/2% above the previous year, attendance rates still steadily decreased over the course of the year.

Parents may not have a clear understanding of the importance of everyday attendance and students may lose motivation to attend daily.

## Performance Objective 10 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

There is a need for a more formalized mentorship program for students with the goal of increasing attendance, enforcing expectations, and creating connection between teachers and students.

The student-teacher mentorship program is in the beginning phases of implementation.

## Performance Objective 11

Achievement percentages for students who receive special education services will increase by 5% at the approaches level on STAAR in every grade level and content area by May 2025.

### Strategy 1

Special Education inclusion staff and general education teachers will receive professional

development on accommodations and supportive instructional strategies which allow ALL students to access general education curriculum and in the area of using MAP data to produce academic growth in ALL students.

**Strategy's Expected Result/Impact:** Students receiving special education services will achieve at higher levels.

**Staff Responsible for Monitoring:** Admin, special education staff

**Problem Statements:** Demographics 1

**Funding Sources:** Professional Development 211 - Title 1-A, \$2,000

### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 11 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Training is needed in the areas of special education instruction to support general education instruction and clearer guidance regarding accommodations.

There is a need for greater clarity in special education instruction and clearer guidance regarding special education accommodations.

## Performance Objective 12

Turner Elementary students will meet behavior expectations, consistent with the system of Positive Behavior Intervention and Supports (PBIS) and already established campus routines and procedures in order to facilitate productive struggle in the classroom and ensure a safe and positive learning environment.

**Evaluation Data Source:** Referral Data and Class Dojo Data

### Strategy 1

Turner will use the PBIS framework to continue the implementation of PBIS and incentives, progress monitored by the campus behavior committee (coalition).

**Strategy's Expected Result/Impact:** Increased engagement

**Staff Responsible for Monitoring:** Teachers, behavior committee, counselor, admin

**Funding Sources:** Behavioral Incentives 199 - General Fund, \$3,000

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Strategy 2

Turner Elementary will refine office referral practices, in order to include a clear "work flow" framework from which teachers and administrators will operate.

**Strategy's Expected Result/Impact:** Increased clarity around behavioral management

**Staff Responsible for Monitoring:** Teachers, staff, admin

**Problem Statements:** School Culture and Climate 2, 3

## Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 12 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

There is a need for consistent behavior reinforcement and correction across the campus in areas outside of the academic classrooms.

It is often observed that student behavior is addressed differently (less effectively) in specials classes, in hallways during arrival and dismissal and any other less structured times in the building.

3

Some teachers report that a clearer system for discipline referrals is needed on campus in order to address the relatively rare, but still existent more escalated behaviors.

Training on the district code of conduct is needed, as well as the implementation of a clear flow chart on campus, which will direct teachers in the steps to discipline referral and create a clear "workflow" for administrators.

## Performance Objective 13

Turner Elementary will implement a clear safety and maintenance protocol at the campus level.

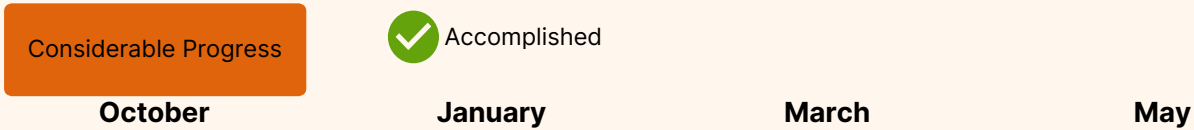
## Strategy 1

Turner will track work orders in the maintenance system for safety items to be addressed to ensure that they are addressed immediately.

**Strategy's Expected Result/Impact:** Increased safety

**Staff Responsible for Monitoring:** Admin, teachers, front office staff

### Formative Reviews



## Performance Objective 14

The percentage of students gaining at least one composite proficiency level on the TELPAS assessment will increase by 5% by May 2026.

### Strategy 1

Instructional staff will receive training on providing high quality instruction for Emergent Bilingual students with linguistic accommodations.

**Strategy's Expected Result/Impact:** Increased achievement on the TELPAS assessment

**Staff Responsible for Monitoring:** Admin

**Problem Statements:** Demographics 2

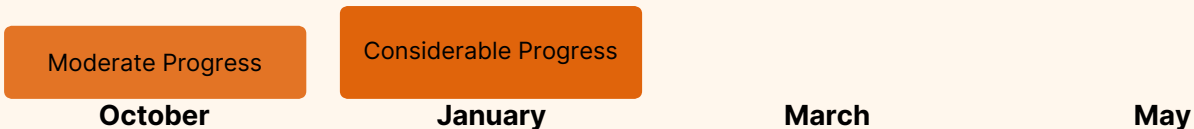
**Funding Sources:** Professional Development 211 - Title 1-A, \$4,200

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews



**Performance Objective 14 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

**2**

Continued training is needed in the area of instructional strategies for Emergent bilingual students, in order to ensure continued growth.

Clarity is needed in the area of ESL instructional accommodations and strategies which support all struggling learners.

# Goal 2

Financial Stewardship - We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

## Performance Objective 1

Turner Elementary will achieve a staff retention rate of at least 85% by the end of the 2025-2026 school year.

### Strategy 1

Monthly meetings for new teachers will be conducted to offer structured mentorship, foster professional growth, and ensure ongoing support during their transition into our school community.

**Strategy's Expected Result/Impact:** Increased connection, positive culture, and teacher retention

**Staff Responsible for Monitoring:** admin

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

#### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

### Strategy 2

Admin will meet at least monthly with the school secretary to ensure spending is aligned with district procedures.

**Staff Responsible for Monitoring:** Admin

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

# Goal 3

Development - We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

## Performance Objective 1

Turner Elementary teachers will receive professional development on HQIM and RBIS, as aligned with the Effective Schools Framework.

### Strategy 1

Turner Elementary teachers will participate in BOY training and ongoing training throughout the 2025-26 school year on the implementation of HQIM.

**Strategy's Expected Result/Impact:** Increased achievement


**Staff Responsible for Monitoring:** campus and district admin

**Problem Statements:** Student Achievement 1


**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Formative Reviews

 Accomplished

**October**

 Accomplished

**January**

**March**

**May**

## Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While Turner Elementary has achieved notable success in Approaches grade level Standards, there is still room for growth in reaching the Meets and Masters GL Standard in all content areas and grade levels. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.

Questioning in classroom discussion has traditionally remained at the lower levels of Depth of Knowledge (DOK) and materials used have not been high consistently high quality and 100% aligned to state standards.

# Performance Objective 2

Instructional coaches and administrators will provide observation feedback, aligned with the Effective Schools Framework, as well as facilitate the HQIM lesson internalization process in weekly planning.

## Strategy 1

Instructional coaches will provide weekly coaching in planning with teacher teams to guide the internalization of HQIM.

**Strategy's Expected Result/Impact:** Increased alignment of instruction and assessment

**Staff Responsible for Monitoring:** Teachers, coaches, admin

**Problem Statements:** Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1, 2, 3

**Funding Sources:** Instructional Coaches 211 - Title 1-A, \$66,000

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**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

### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<b>1</b> While Turner Elementary has achieved notable success in Approaches grade level Standards, there is still room for growth in reaching the Meets and Masters GL Standard in all content areas and grade levels. Percentages of students who do not meet still remain higher than the district goal of no more than 10%.	Questioning in classroom discussion has traditionally remained at the lower levels of Depth of Knowledge (DOK) and materials used have not been high consistently high quality and 100% aligned to state standards.
<b>3</b> Percentages of students who do not meet still remain higher than the district goal of no more than 10%	Though instructional staff are becoming more strategic and intentional with using data to inform interventions, more growth could be seen if staff used screener data (such as MAP) to inform intervention and small group instructional practices.

## Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
<b>1</b> Depth of Knowledge level of tasks that students are asked to perform are not at appropriately high rigor in order to ensure student success and mastery.	Misalignment of tasks and assessment
<b>2</b> High leverage instructional strategies are not consistently used to engage students in higher order thinking and ensure mastery.	There is a need for training in high-leverage instructional strategies for all students (including EB students), using assessment data (such as MAP) to drive strategies.
<b>3</b> In reading instruction, there is a need to standardize expectations for approaching text, understanding the genre demand of different genres, and annotating text to better analyze text.	Teachers have different levels of knowledge and different expectations of student readers.

## Performance Objective 3

Turner will establish a mentorship program that utilizes staff, students, and community members.

## Strategy 1

Turner will formalize the existing mentorship program with improved tracking for effectiveness and by expanding to include community members.

**Strategy's Expected Result/Impact:** Increased engagement

**Staff Responsible for Monitoring:** admin, counselor

**Problem Statements:** School Culture and Climate 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

There is a need for a more formalized mentorship program for students with the goal of increasing attendance, enforcing expectations, and creating connection between teachers and students.

The student-teacher mentorship program is in the beginning phases of implementation.

## Performance Objective 4

Turner Elementary will track and utilize data to determine student needs for enrichment, intervention, and remediation, and provide these interventions during the school day.

## Strategy 1

A daily "Kat time" period will be used to meet the needs of small student groups in intervention or extension, according to assessment data.

**Strategy's Expected Result/Impact:** Students will show rapid academic growth as in past years.

### Formative Reviews

Considerable Progress

Considerable Progress



# Goal 4

Relationship - We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

## Performance Objective 1

Turner will implement district-wide safety protocols and inclusive practices that lead to all stakeholders feeling physically safe, emotionally supported, and respected

### Strategy 1

Students will participate in a minimum of 5 class sessions throughout the year with the guidance counselor in Bullying education and the R U OK program.

**Strategy's Expected Result/Impact:** Increased safety

**Staff Responsible for Monitoring:** counselor

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

## Performance Objective 2

Turner wil build and maintain genuine, trust-based relationships by setting and modeling clear expectations, providing constructive feedback, and fostering open communication for mutual growth and understanding amongst members of the faculty and staff and the broader community of parents and stakeholders.

### Strategy 1

Turner Elementary will expand parent and community membership within the campus decision making committee to include representation consistent with campus student demographics.

**Strategy's Expected Result/Impact:** Increased Community Engagement

**Staff Responsible for Monitoring:** Admin, CEIC

**Problem Statements:** Family and Community Engagement 1, 2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress

**October**

Moderate Progress

**January**

**March**

**May**

## Strategy 2

Turner will implement a full parent conference day in the fall and Student led parent conference day in the spring in order to meet and engage with parents on the topic of their child's academic progress.

**Strategy's Expected Result/Impact:** Increased Engagement

**Staff Responsible for Monitoring:** Admin, teachers

**Problem Statements:** Family and Community Engagement 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

Some Progress

**October**

Considerable Progress

**January**

**March**

**May**

## Strategy 3

Turner teachers will develop a strategic plan for contacting parents to discuss student progress. This plan will include a systematic way of contacting parents of students receiving special education services who are receiving below a 70 in any content area at the end of each progress report period.

**Strategy's Expected Result/Impact:** Increased Engagement

**Staff Responsible for Monitoring:** Teachers, admin

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

**October**

Some Progress

**January**

**March**

**May**

## Strategy 4

Turner will continue to share decision making and campus wide collaboration through once monthly teacher committees. Committees will serve to foster collaboration and monthly positive culture building amongst teaching staff.

### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Strategy 5

New teachers at Turner Elementary will be assigned a mentor on their grade level and will attend a new teacher meeting with their mentor for a dedicated and timely check-in.

### Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

There is a need to increase parental engagement in academic activities.

There is a need for awareness on the correlation between parental academic engagement and student achievement versus parental involvement.

2

There is limited engagement in the Parent Teacher Organization (PTO).

Parents may not feel included and may not be able to attend meetings at the currently designated times.

# Goal 5 Communication - We will align communication to ensure messaging is intentional, consistent, and easily accessible.

## Performance Objective 1

Turner will communicate with parents using multiple forms of media.

### Strategy 1

Turner will conduct surveys to identify frequently used communication platforms and use these platforms to inform parents of school events and initiatives.

**Strategy's Expected Result/Impact:** Increased parent engagement

**Staff Responsible for Monitoring:** teachers, admin, parent engagement committee

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Performance Objective 2

Turner parents will remain consistently informed of classroom and campus instruction and events and will be able to provide feedback.

### Strategy 1

100% of Turner teachers (including special education inclusion teachers) will communicate weekly with parents via Class Dojo (a 2 way school communication app) and will respond to parent communication within 1 school day.

**Strategy's Expected Result/Impact:** Increased parent engagement

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Some Progress

Considerable Progress

## Strategy 2

Turner will post a QR code to a parent survey after each school event in order to gain feedback on school events.

**Strategy's Expected Result/Impact:** Increased parent engagement

**Staff Responsible for Monitoring:** admin

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

No Progress

Some Progress

October

January

March

May