

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 172 - Turner ES, W.J.

Principal: Gonzalez, Elida

Executive Director: Todd Koppes

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 95.4

Special Education: 8.1

Dual Language/ESL: 58.2

Gifted and Talented: 7.3

Career and Technology: 0

Percentage of at-risk students: 86.8

Percentage of English Language (EL) students: 58.7

Percentage of economically disadvantage students: 82.9

2019-2020 Campus Site-Based Committee

Name	Role
Lynn Garmon	Teacher
Suzanne Harrington	Teacher
Mayra Mercado	Teacher
Kylie Krauss	Teacher
Christina Aguirre	Parent
Chelsea Barnes	Additional Representative Appointment
Rosie Brinkley	Additional Representative Appointment
Maria Andrea Jones	Campus Non-Teacher Professional
Tim Johnson	Campus Non-Teacher Professional
Pastor Fernando Rojas	Community Representative
Norma Trejo	Community Representative
Aurelia Arita	District Level Staff
Ms. Gulley	District Level Staff
Stephanie Jackson	Business Representative
Elida Gonzalez	Principal

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Turner ES, W.J..The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 62	76 - Met Standard
Domain 2: School Progress 77	
Domain 3: Closing The Gaps 75	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnet in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. 95% average attendance rate for 3 consecutive years	1. 58% of the student population are English Language Learners (ELLs)	1. 1. Improve academic growth for early Literacy- reading/writing
	2. Campus is 97% Hispanic	2. 50% of students entering Pre-K have limited readiness skills	2. 2. Increase attendance by decreasing tardies in all grade levels
	3.	3. Averaging 22 tardies per day	3. 3. Provide differentiated professional learning opportunities in PLC's.
Student Achievement	1. Students in grades 2-5 made measurable gains in Lexile scores. MOY conferences have shown numerous students reaching their mid-point goal of 100 pts.	1. Only 37% of 3rd grade performed at Meets grade level or above on reading STAAR	4. 4. Increase PTO membership and parental involvement through All Pro Dads, and monthly parent meetings.
	2. Based on 2018 STAAR data 5th grade math STAAR results of 67% Meets was 21 points higher than the district and 9 points higher than the state 5th grade math STAAR results of 67% Meets was 21 points higher than the district and 9 points higher than the state	2. Only 21% of 4th grade performed at Meets grade level or above on reading STAAR	5.
	3.	3. Only 45% of 5th grade performed at Meets grade level or above on reading STAAR	
School Culture and Climate	1. Students' success is displayed and celebrated school wide for Achieve 3000 & Smarty Ants	1. Only 45% of 5th grade performed at Meets grade level or above on reading STAAR	
	2. According to the campus climate survey, 92% of teachers feel like they belong	2. There appears to be inconsistency with the implementation of campus discipline plan, including PBIS 360	
	3. Students are recognized for their good attendance	3. There is a need for more staff recognition	
Staff Quality/ Professional Development	1. 18% of the teachers are male which assists with the need for male role models	1. Differentiated Professional Development opportunities are needed throughout the school year.	
	2. Mentoring opportunities exist when necessary.	2. Technology Professional Learning would be a benefit for all teachers, specifically on Google Doc, Google classroom and Nearpod.	
	3.	3.	
Curriculum, Instruction, and Assessment	1. RTI identification process is effective.	1. Crafting SLO's that mirror the campus needs in the CEIP needs to occur	
	2. Dyslexia program is meeting the needs of more students.	2. New Lang. Arts adoption next year will require trainings	
	3. The use of effective scheduling for technology (2 computer labs).	3. Ipad COW is out dated; some Ipads need to be replaced.	

Family and Community Involvement	1.	All PRO DAD program is successful in its 1st year	1.	Membership and participation in PTO is low this school year. Need to recruit new parents for PTO from lower grades.
	2.	PTO/PAWS is active in the school with fund raising activities, Parent meetings, etc.	2.	Involvement of parents during SBDM meetings is low.
	3.	Community church, Azle Avenue baptist church, has a positive and active partnership with school; additionally our long standing partnership with TCC NW Campus continues to be positive for school.	3.	Although attendance for All Pro Dads averaged at about 25 parents, we would like to increase participation and extend activities for school beautification team.
School Context and Organization	1.	SBDM has agreed to conduct vertical content area specific coalitions to impact instruction.	1.	Morning duty is inconsistent
	2.	STC after school program continues to be an effective and supportive extension to the regular school day. Teachers and staff are actively involved with activities.	2.	
	3.		3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 172 - Turner ES, W.J.

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.	64.52	33.87	16.13	50	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	100% of literacy teachers will implement the balanced literacy model as measured by an aligned schedule and leadership team will progress monitor weekly.	<ol style="list-style-type: none"> Lit Teachers and Leadership will conduct weekly or bi-monthly PLC/Data meetings for progress monitoring in reading and writing. 3th, 4th and 5th grade teachers and Leadership will monitor Achieve 3000 (2 lessons per wk, 75% or above, and Lexile Scores weekly. Pre-k Teachers and Leadership will monitor CLI at least at BOY, MOY, and EOY data points. k, 1st and 2nd grade teachers will monitor Fountas and Pinnell every 6 weeks. 	Instructional Leadership	6/1/2020	Local (Basic Allotment)	5,000		
2 Title I	100% of K-5th grade students will receive differentiated small reading instruction so that 80% of students demonstrate at least one years growth in reading levels as measured by Achieve 3000 (3rd -5th) and Fountas and Pinnell (K-2nd)	<ol style="list-style-type: none"> Provide PL on lesson alignment and small group instruction by August 2019. Implement school wide schedule targeting small group instruction by August 16, 2019 Reading Trackers will be implemented in all 1st-5th grade literacy classrooms. Two Teacher Assistants will provide direct teaching to small groups daily. Successmaker Pearson Reading Interventions for 3rd - 5th grade. Pearson interventions from My View/Mi Vision and Neuhaus for K, 1st and 2nd grade 	Teacher(s)	6/1/2020	Title I	42,000		
3 Title I	100% of literacy teachers will participate informational PLC, data, LPAC meetings to support the implementation of the balanced literacy model as measured by an alignment of standards with daily lessons and activities.	<ol style="list-style-type: none"> Data Meetings will follow Benchmark assessment, IA and Achieve 3000 to review Highest Leverage Gaps Conduct monthly Data/PLC meetings to review and monitor % of students reading at MEETS level using benchmark test, and Interim Assessment data by end of September 2019 Conduct monthly RTI updates during PLCs beginning in August 2019 	Principal	6/1/2020	Title I	73,718		

4	LEP	100% of 3rd - 5th grade students will receive differentiated small reading instruction so that 80% of students demonstrate at least one years growth in reading levels as measured by Achieve 3000 (3rd -5th).	1. Schedule PLC meetings will focus for small group instruction by Sept. 2019. 2. Classroom reading growth trackers will be in all classrooms by September 2019. 3.3rd -5th grade literacy teachers will plan and implement intensive tutoring using current data from benchmark tests, IA and teacher input by September 30, 2019; additionally, literacy teachers will teach Saturday Camp from 8am to 12noon for 5 sessions in the Spring Semester.	Assistant Principal	6/1/2020	SCE	5,000		
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6					6/1/2020				
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Math will increase from	37	40%

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	100% of math teachers in grades 1-5 will assess all students using MAP -Math 3 times per year. Data will be used to plan differentiated instruction that will ensure at least one years growth for 90% of the students.	<ol style="list-style-type: none"> 1. Conduct PLC and Data meetings to monitor MAP -Math data by September 2019. 2. School wide schedule with small group time by August 30, 2019 	Instructional Leadership	6/1/2020	Local (Basic Allotment)	5,000		
2 LEP	100% of 3-5 grade teachers will develop IPC in math that align to the state standards, create daily lesson plans that are aligned to the IPC, and differentiate instruction for student in the specific areas of math needs. Plans and objective will be posted in a prominent location of the classroom.	<ol style="list-style-type: none"> 1. Data Meetings will follow Benchmark assessment, IA and MAP to review Highest Leverage Gaps 2. Conduct monthly Data/PLC meetings to review and monitor % of students performing at MEETS level using benchmark test, and Interim Assessment data by end of September 2019 3. Conduct monthly RTI updates during PLCs beginning in August 2019 	Assistant Principal		Local (Basic Allotment)	6,790		
3 SPED	100% of students in Special Education will receive small group differentiate instruction in the area of reading/math needs, specific for students identified to receive Special Education support as measured by MAP Fluency, Growth, Math; Fountas & Pinnell, Achieve 3000	<ol style="list-style-type: none"> 1. Plan for intensive tutoring using current data from benchmark tests, IA and teacher input. starting August 2019 2. Follow students' IEP starting August 2019 3. Use specific materials, supplies. 4. Monitor growth during PLC and Data meetings starting August 2019 	Principal	6/1/2020	Special Education	2,510		
4 LEP	100% of students in GT classrooms will receive small group differentiate instruction for student in the area of reading/math needs as measured by MAP Fluency, Growth, Math; Fountas & Pinnell, Achieve 3000. Additionally specific for students identified to receive advance academics through GT / Talent Pool Pull out sessions once a week.	<ol style="list-style-type: none"> 1. Data Meetings will follow Benchmark assessment, IA and MAP to review Highest Leverage Gaps 2. Conduct monthly Data/PLC meetings to review and monitor % of students performing at MEETS level using benchmark test, and Interim Assessment data by end of September 2019 3. Conduct monthly RTI updates during PLCs beginning in August 2019 4. Plan for Higher Order Thinking Skills using current data from benchmark tests, IA and teacher input. 	Assistant Principal		Gifted & Talented	500		
5 LEP	100% of students in DLE classrooms will receive small group differentiate instruction for student in the area of reading/math needs, specific for students identified to receive DLE/ (ESL) pull out sessions at least twice a week for the Fall and Spring semesters as measured by MAP Fluency, Growth, Math; Fountas & Pinnell, Achieve 3000	<ol style="list-style-type: none"> 1. Data Meetings will follow Benchmark assessment, IA and MAP to review Highest Leverage Gaps 2. Conduct monthly Data/PLC meetings to review and monitor % of students performing at MEETS level using benchmark test, and Interim Assessment data by end of September 2019 3. Conduct monthly RTI updates during PLCs beginning in August 2019 	Assistant Principal	6/1/2020	Bilingual	1,500		

6	LEP	100% of classroom teachers will participate informational PLC and Professional Learning to support the implementation of Best Practices of Teaching, Technology and differentiated instruction as measured by an alignment of standards with daily lessons and activities.	<ol style="list-style-type: none"> 1. Provide professional learning opportunities on Best Practices of Teaching, Technology and differentiated instruction to begin in August 2019. 2. Implement school wide schedule with a focus on small group instruction begin in August 2019 3. Conduct Learning Walks to monitor implementation of Alignment of standard/objectives, IPC, lessons and activities. 4. Continuous Improvement through Professional Learning. 3. Implement growth trackers 	Instructional Leadership	5/29/2020	Local (Basic Allotment)	5,500		
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