

Dallas Independent School District

264 Ronald E. McNair Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[TEI Rubric.pdf](#)

[Flips 2.0 GBF 2.0 Waterfall.pdf](#)

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 29, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Amplify, Region 10, Great Minds PBC, District Staff, Carnegie Learning

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Tonya Whitmill-Principal;
Rita Orr-Assistant Principal
Jonica Crowder-Regional Superintendent
Latasha Merritt- Math Instructional Facilitator
Dorothy Williams-Reading Instructional Facilitator
Melody Hurd-Early Learning Specialist
Maria Eugenia De Avila-Dual Language Instructional Coordinator
Latasha Jones-Data Coordinator

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Jonica Crowder (Executive Director / Principal Manager):Turnaround Experience: 10 years of demonstrated executive leadership and school turnaround experience. Role & Impact: Provides direct executive oversight, bi-weekly progress monitoring, and instructional coaching to transition campuses into meeting and exceeding state accountability standards. Tonya Whitmill (Campus Principal – Ronald E. McNair Elementary):Turnaround Experience: 2nd year as a campus principal with no prior head principal turnaround record. Support Structure: Turnaround execution is heavily scaffolded by Executive Director Jonica Crowder (10 years turnaround experience), paired with structured capacity building from external partners

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Our 199/211 funds may be utilized for additional Professional Development and reading, math, and science resources that provide hands-on activities and experiences for students.

Friday Night Lights and Saturday School

Extra-duty stipends for specialized weekend or after-school bite-sized training sessions for teachers with <2 years experience

Academic growth rewards and celebrations tied to performance on i-Ready, weekly DOLs, and Standards Mastery Checks.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Not contingent on grant funding. Content departments provides professional development for campus. The Region Instructional Facilitators

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Executive Director Support: Executive Director Cheryl Wright (10 years of turnaround experience) is assigned to directly managerially support and scaffold 1st-year Principal Tonya Whitmill. Distributed Teacher Leadership: Campus leadership is redistributing instructional coaching and facilitation duties by leveraging Tier 1 Teacher Leaders, Instructional Facilitators, and Early Learning Specialists to co-lead weekly PLCs and mentor peer teachers

Targeted Support for Novice & Ineffective Teachers: Instructional coaching and training resources are differentiated by teacher experience and effectiveness. Novice teachers (<2 years experience) and struggling staff receive more frequent, bite-sized training sessions.

High-Frequency Observation Cadence: Campus leaders redistribute time to guarantee each teacher receives a minimum of 6 spot observations with feedback sessions and 1 extended (45-minute) observation annually using the DISD Spot Observation & Waterfall tool.

Dedicated PLC Planning Time: Master schedules are specifically built to guarantee protected weekly PLC time (organized by grade level for K-2 and by content area for 3rd-6th grades)

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Eureka Math TEKS Edition

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Amplify Texas Elementary Literacy Program in English and Spanish

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Carnegie Learning 6-12 Texas Math Solution

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	Quarterly	To provide regular, district-aligned formative assessments that measure student progress on specific state and district curriculum standards
Curriculum Based Assessment		District	Monthly	Results will be used to measure student's academic progress and growth using materials designated by the district. The assessments provided align with curriculum, instruction.
Other	iReady	District	BOY/MOY/EOY	Determine students baseline in reading or math. Establish gaps and goals to improve student academic achievement. Measuring growth and guiding targeted classroom instruction will help teachers to differentiate instruction
Other	Exit Ticket/DOL	Campus	Daily	Exit tickets and DOLs serve as a quick check that measures mastery of content, strategies to aligned standards at the end of a lesson before students exit the classroom.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus uses growth trackers that show students who are meeting their target goal, gap to goal, points needed to meet goal or reach next achievement band. Teachers are expected to enter 2 data points each week and data is discussed in PLCs weekly. Students also track their iReady data through use of student data trackers. Weekly, the Assistant Principal reviews lessons completed, usage, and lessons passed

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Student data is tracked through daily exit tickets, weekly learning checkpoints, Regional assessments, and district Standard Mastery Checks. The campus currently uses iReady to provided intervention. Students that performed below the 30% on iReady BOY receive interventions from the Li

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level

How frequently will PLCs occur?

Look Forward PLCs occur weekly.
Look Back PLCs occur after Regional (every 6 weeks) and District Assessments (every 9 weeks)

Who will facilitate PLCs?

Principal, Assistant Principal, Regional Instructional Facilitators, Early Learning Specialist

Who is required to attend PLCs?

All core classroom teachers, Specialized Unit teachers, Special Education Inclusion Teachers, and adjuncts are expected to attend PLCs

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Our campus utilizes various PLC frameworks, including 'Look Forward' meetings, which focus deeply on teacher practice and student work. These sessions allow our learning community to preview upcoming content and standards, proactively clear up misconceptions, and determine the best instructional strategies. Because standards drive our instruction, teachers use this time to unpack them thoroughly, ensuring every student receives intentionally scaffolded lessons. "Look Back Meetings are used to look back on assessment data

Upload PLC agenda (optional):

[PLC Variation.pdf](#)

[McNair 26-27 Ronald McNair PLC Cadence.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	TEI Framework and Rubric	Tonya Whitmill	All teachers covered under TEI
Teacher	AI Workshop--AI workshop is intended to provide teachers with resources on informed use of AI platforms to support instructional delivery and student activities and engagement	Jaziel Saucedo-AI Champion	All staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	MTSS	Rita Orr Assistant Principal	All classroom teachers
Principal	Data Protocol	Tonya Whitmill	All classroom teachers
Principal Manager	Effective Calendaring, Coaching, Climate	Region III Executive Directors	Region III Principals
Other Campus Admin (Assistant Principals, Instructional Coaches)	Parent Engagement	Jacqueline	Parents and Community Members

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

PLCs have been adjusted to provide a more intimate opportunity to model, coach, and provide training to Novice teachers. PLCs are also shared with opportunities for vertical planning with Novice and or ineffective teachers

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Evaluators use the walkthrough to assess teaching strategies, student engagement, and lesson alignment.

Spot Observation forms are used to capture anecdotal notes. The printable form is strictly for capturing raw notes during the visit. During the walkthrough and observations we utilize the TEI Rubric and the Bambrick Waterfall document to assist in objectively observing and providing data driven feedback.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Our Special Education teachers attend the core content PLCs in addition to being part of facilitating their specialized meeting. This allows for inclusion and FLS teachers to share observations, data, and best practices. LPAC meetings are held to capture data and discuss student supports needed for EB students. Literacy Acceleration Specialist support students that scored in the 30th percentile to

Targeted Instruction: Deliver small-group, evidence-based lessons focusing on foundational reading skills, oral reading fluency, comprehension, and writing proficiency.

Assessment & Planning: Assess student literacy data, track progress, and design custom intervention plans.

Collaboration: Partner with classroom teachers, campus administrators, school leadership, and families to support student equity and growth.

MTSS Support: Provide guidance and support for campuses implementing the Multi-Tiered Systems of Support (MTSS) framework

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Transition from basic compliance to high-rigor instructional delivery. Weekly look-forward PLCs will incorporate structured lesson rehearsals, TEK/text-based alignment checks, and higher-order questioning strategies to ensure classroom instruction matches the cognitive demand required by state standards.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal-Tonya Whitmill, Executive Director-Jonica Crowder, Tier 1 Teacher Leaders, Instructional Facilitators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Weekly Look-Forward PLC agendas, text/TEK alignment sheets, and rehearsal observation notes. DISD Spot Observation & Waterfall tool data showing >85% alignment in Cognitive Demand, Alignment, and Delivery. Monthly campus HQIM walk-through logs

Support Needed – What training, coaching, resources, or tools are required?

District Curriculum & Instruction Specialists, Region 10 TIL Coaching, Big Rock Education Services (BRES) instructional strategy sessions.

Milestone 2

Description – What specific action or deliverable will be completed?

Tier 1 Teacher Leaders and Instructional Facilitators will be empowered to co-facilitate weekly PLCs, conduct structured peer observations, and deliver bite-sized professional development targeted at trends identified in spot observations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal (Tonya Whitmill), Executive Director (Jonica Crowder), Tier 1 Teacher Leaders, Instructional Facilitators.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Peer coaching and observation reflection logs. Teacher-led professional development presentation materials and attendance rosters.

Support Needed – What training, coaching, resources, or tools are required?

District Department Personnel for leadership development modules. iReady Data Use training,

Milestone 3

Description – What specific action or deliverable will be completed?

Executing district data protocols after major assessment milestones (BOY/MOY/EOY, Standards Mastery Checks). Accelerate data loops from post-assessment reviews to weekly, real-time intervention cycles. Teachers will analyze daily Demonstration of Learning (DOL) and weekly exit ticket results within 48 hours to design and execute immediate small-group reteach plans prior to Mid-Quarter Region Assessments and End-of-Quarter District Standards Mastery Checks.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Assistant Principal, Instructional Facilitators, K–2 Grade-Level Teachers, 3–6 Content Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Weekly Look-Back PLC meeting minutes and completed DISD Data Protocols. Active classroom DOL tracking walls/dashboards and small-group reteach plans. Comparative student growth trends between weekly DOLs and Mid-Quarter Region Assessments.

Support Needed – What training, coaching, resources, or tools are required?

Regional and Executive Director data review feedback, Data Coordinator training use of District Data Simulator

Milestone 4

Description – What specific action or deliverable will be completed?

Implement differentiated observation cadences based on teacher proficiency and establish bi-weekly leadership calibration walks. Novice (<2 years experience) and ineffective teachers will receive weekly, bite-sized coaching cycles with immediate 24-hour feedback, while campus leadership conducts joint calibration walks to ensure scoring fidelity on the DISD Waterfall

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

(Tonya Whitmill), Assistant Principal (Rita Orr), Executive Director (Jonica Crowder).

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% completion of required spot and extended observation records in the DISD portal. Calibration walk-through logs comparing Principal, AP, and Executive Director scoring alignment. Actionable feedback debrief logs showing teacher progress over coaching cycles

Support Needed – What training, coaching, resources, or tools are required?

Executive Director coaching and shadow walks. Instructional Facilitator Calibration Walks

Milestone 5

Description – What specific action or deliverable will be completed?

Embed formal co-planning protocols into weekly content PLCs. Special Education teachers, Early Learning Specialists, and language support staff will co-design differentiated accommodations within HQIM lessons (Amplify/Eureka/Carnegie) to raise TELPAS progress scores and close achievement gaps for special populations on i-Ready and state assessments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Special Education Teachers, Early Learning Specialists, Content Teachers, Instructional Facilitators.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Differentiated co-planned lesson plans with scaffolded supports for Amplify, Eureka, and Carnegie Math. Quarterly IEP goal mastery tracking reports and TELPAS growth indicators. Disaggregated i-Ready Math/Reading BOY, MOY, and EOY growth reports for special populations

Support Needed – What training, coaching, resources, or tools are required?

DISD Special Education & Multilingual Departments

Milestone 6

Description – What specific action or deliverable will be completed?

Habits of student-led data folders and goal-setting conferences alongside all district assessment cycles. Students will actively track their own growth on daily DOLs, i-Ready diagnostic assessments, and Standards Mastery Checks, participating in 1-on-1 goal-setting conferences prior to each major testing window.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

(Tonya Whitmill), Assistant Principal (Rita Orr), Instructional Facilitators, All Core Content Teachers.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed student data folders across Kinder–6th grade. Campus-wide i-Ready BOY/MOY/EOY diagnostic comparative summaries. Post-assessment DISD Data Protocol reflection forms for each grade level.

Support Needed – What training, coaching, resources, or tools are required?

Instructional Facilitators Training on student conversations, iReady training for teachers to help students understand targets and stretch goals

Milestone 7

Description – What specific action or deliverable will be completed?

Establish a formal bi-weekly executive review framework with the Executive Director and Regional Director. Standard Operating Procedures (SOPs) for PLCs, spot observations, and data protocols.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal (Tonya Whitmill), Executive Director (Jonica Crowder), Regional Superintendent (Jonathan Smith)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Bi-weekly executive progress review agendas, deliverable tracker submissions, and meeting minutes.
Ronald E. McNair Playbook detailing campus systems for HQIM, PLCs, and Observation/Feedback

Support Needed – What training, coaching, resources, or tools are required?

Executive Director and (DCSI) oversight, Regional Superintendent Coaching and Feedback

Milestone 8

Description – What specific action or deliverable will be completed?

Complete an end-of-year evaluation of the improvement strategy and develop recommendations for continuation, revision or expansion.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI and superintendent's designee

Evidence of Completion – What artifact, data, or observable action will verify completion?

End-of-year evaluation, student outcome data, stakeholder feedback and 2027–2028 action plan

Support Needed – What training, coaching, resources, or tools are required?

District evaluation and planning support

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Consistently utilize the digital District, Campus, and Teacher Tracker and Cornerstone-- to track real-time campus metrics (daily DOL mastery, spot observation trends, PLC fidelity scores, and assessment growth). Establish structured, weekly 1-on-1 progress reviews between the Principal and Executive Director to analyze dashboard data

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Regional Superintendent (Jonathan Smith), Executive Director (Jonica Crowder) , Principal (Tonya Whitmill), Assistant Principal (Rita Orr) , Campus Leaders.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Documented weekly meeting notes and action items from Principal and Executive Director progress reviews
Bi-weekly progress summaries and milestone data reports distributed to district leadership and relevant stakeholders
Weekly Performance Management Dashboard tracking all key campus metrics and deliverable completions.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Use of District Simulators, Semester Trackers, and Cornerstone

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	77
Meets Grade Level	49
Masters Grade Level	24

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	46
Masters Grade Level	24

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	74
Meets Grade Level	48
Masters Grade Level	24

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

72

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

50

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

75

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

75

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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