Carrollton-Farmers Branch Independent School District

McWhorter Elementary

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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 TAP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

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I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, 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 Turnaround 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.104, 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.103 and §39A.104, 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:

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As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

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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?

Other

Please specify the other program:

LASO 3 Instructional Leadership

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

Texas Instructional Leadership

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

Relay Graduate School of Education, Region 10

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

4

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.

$59,000 and the source is LASO 3.

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?

The strategy is developed around a sustainability model that focuses on using grant funds to pour into our people and growing talent of staff who's positions are not funded through this grant.

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

McWhorter is a high priority campus in terms of talent distribution and resource allocation. I.E. leadership, full time instructional coaching assignments, and programatic funding.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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

Other

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

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Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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?

170

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	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/ EOY	MAP Growth and ULS assessments will be administered at the beginning, middle, and end of the school year to establish baseline performance, monitor student growth, and evaluate end-of-year progress. Results will be analyzed by campus and PLC teams to identify student strengths and gaps, monitor progress toward grade-level expectations, identify students requiring additional support, and inform instructional and intervention adjustments. MAP Growth Monitoring windows will provide additional progress information for Grades 3–5.

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Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Interim	District	Quarterly	RLA and Math DCFAs will provide recurring formative measures of student mastery of Essential Standards. PLC teams will analyze assessment results and student work to identify misconceptions, mastery gaps, and instructional priorities. Results will be used to determine reteaching, intervention, enrichment, and adjustments to upcoming instruction. This assessment cycle directly supports the TAP milestones focused on PLC Data Dives, student work analysis, and monitoring instructional responses.

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

Assessment results will be used as part of an ongoing data cycle to identify student strengths and gaps, adjust Tier 1 instruction, determine targeted intervention needs, monitor student growth, and evaluate the effectiveness of instructional responses. Campus leaders and teachers will review assessment data during PLCs, data meetings, and RTI/MTSS meetings to identify priority standards, students requiring additional support, and instructional adjustments.

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

RTI
Tutoring

Will the campus implement a PLC structure?

Yes

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

PLCs are structured by content level, with teams weekly at a designated time with instructional coaches. Teams work to ensure regular collaboration focused on instruction and student learning.

How frequently will PLCs occur?

Weekly

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Who will facilitate PLCs?

Instructional Coaches

Who is required to attend PLCs?

Grade level content teachers, instructional coaches

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

Staff participate in a continuous cycle of instructional improvement. During PLCs, teachers will use the district Lesson Internalization Protocol to unpack upcoming lessons, collaboratively plan, and practice delivery with feedback from peers and instructional leaders. Following lesson implementation, teams will analyze end of unit and formative assessment data to identify trends, address gaps, and plan reteach or enrichment. Through the lesson study process, teachers will further refine instruction by planning, observing, reflecting, and revising lessons based on student outcomes, ensuring consistent, data-driven, and high quality instruction across all classrooms.

Upload PLC agenda (optional):

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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	Weekly Data Meeting PD: A weekly Relay GSE professional development session focused on analyzing student data, identifying instructional priorities, and planning targeted actions to improve student outcomes. Leaders and teachers use data to monitor progress, identify gaps, and adjust instruction and interventions. Observation and Feedback Side by Side Coaching with Relay Coach: This interactive professional development session equips leaders with Relay GSE's practice-based Observation and Feedback coaching framework. Guided by an expert Relay consultant, participants will master actionable routines to accelerate teacher growth and elevate classroom instruction through precise, high-leverage feedback.	Relay GSE	Campus Principal, Principal Manager, DCSI, School Improvement Officer, Campus Leadership Team, Instructional Coaches

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

Training will be differentiated using teacher and leader performance data, observation and feedback trends, and student achievement data. Inexperienced or ineffective staff will receive more frequent Relay GSE observations, targeted coaching, modeling, and follow-up feedback, while Weekly Data Meetings will provide ongoing support to analyze student data and adjust instructional practices. Support will be adjusted based on demonstrated growth and identified needs.

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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?

The Relay GSE Observation and Feedback Tracker, classroom walkthroughs, and Weekly Data Meeting artifacts will be used to evaluate implementation of the training. Campus and district leaders will monitor whether teachers and leaders are consistently applying the practices learned during professional development and coaching.

Look-fors may include: implementation of Relay GSE action steps; evidence that feedback from observations is applied during subsequent classroom visits; alignment between student data, identified instructional gaps, and planned instructional responses; use of student work and assessment data during Weekly Data Meetings; targeted reteaching, intervention, or enrichment based on identified needs; and evidence of student progress following instructional adjustments. Leaders will use observation and data-meeting evidence to determine additional coaching, modeling, or professional development needs.

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

Monthly

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

Teachers and administrators will participate in the Safe & Civil Schools professional development designed to strengthen campus-level behavior systems and ensure consistent, proactive supports are in place for students, including students in special populations. In addition, staff will participate in frequent Relay GSE observation and feedback coaching to strengthen instructional practices and receive timely, actionable feedback based on identified needs. Weekly Data Meetings will build teacher and leader capacity to analyze student performance, identify learning gaps, monitor the progress of students in special populations, and plan targeted instructional responses and interventions. Together, these supports strengthen systems for serving special populations while improving instructional and behavioral supports for all students.

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Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

McWhorter Elementary will establish a consistent weekly PLC process focused on identifying Essential Standards, analyzing upcoming instructional materials, planning for student mastery, and using the Data Dive Protocol to determine instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal Campus Leadership Team Instructional Specialist Campus Deans Grade-Level Team Leads Teachers

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

Weekly PLC agendas demonstrate consistent use of the PLC/Data Dive Protocol.
Essential Standards are identified for each instructional unit.
Lesson plans demonstrate alignment to Essential Standards.
PLC documentation includes identified student needs and planned instructional responses.

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

Data Dive Protocol training
Materials internalization and alignment training
Instructional Coach PLC facilitation
District School Improvement Officer support

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Milestone 2

Description – What specific action or deliverable will be completed?

PLC teams will routinely analyze student work and assessment evidence to identify misconceptions, determine levels of mastery, and develop targeted instructional responses aligned to Essential Standards.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coaches, Grade-Level Team Leads, Teachers, Campus Leadership Team

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

Student work is brought to and analyzed during PLCs.
Student work is categorized by level of mastery.
Teams identify common misconceptions and instructional gaps.
PLC notes document specific instructional adjustments.
Follow-up student work demonstrates whether adjustments improved mastery.

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

Student work analysis protocol
Exemplars
Instructional Coach facilitation
Professional development on responding to misconceptions

Milestone 3

Description – What specific action or deliverable will be completed?

Each grade level and content area will establish a measurable goals aligned to student achievement priorities. PLC teams will identify lead measures and regularly monitor progress toward the goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Grade-Level Teams

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

WIGs are established for each grade level/content area.
Lead measures are identified.
Progress is updated during weekly PLC/data meetings.
Teams document instructional actions taken when progress is below the expected trajectory.

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

Goal development support
Data analysis
Coaching on lead measures
Campus leadership monitoring

Milestone 4

Description – What specific action or deliverable will be completed?

McWhorter Elementary will implement a consistent Relay Observation and Feedback cycle through weekly content-focused walkthroughs, timely feedback, and clear instructional action steps aligned to campus priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, School Improvement Officer, DCSI/Principal Manager

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

Weekly O/F tracker is maintained.
Content-focused walkthroughs occur consistently.
Teachers receive timely feedback.
Feedback includes a specific action step.
Follow-up observations monitor implementation of the action step.

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

Relay GSE training
O/F calibration
Weekly School Improvement Officer support
Instructional Coach support

Milestone 5

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Description – What specific action or deliverable will be completed?

McWhorter Elementary will use its teacher tiering system to differentiate the frequency and intensity of observations, feedback, and coaching. Teachers requiring additional support will receive increased observation and coaching cycles.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, DCSI, School Improvement Officer

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

Teacher tiers are established and updated.
Observation frequency aligns to teacher need.
O/F tracker demonstrates differentiated support.
Coaching/action steps are documented for teachers receiving additional support.
Follow-up observations demonstrate progress toward identified action steps.

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

Relay GSE coaching
Teacher tiering calibration
O/F calibration
Instructional Coach support
DCSI coaching

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Milestone 6

Description – What specific action or deliverable will be completed?

Campus leaders will participate in ongoing coaching, implementation support, and side-by-side walkthroughs to strengthen their ability to identify instructional gaps, deliver actionable feedback, and monitor implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI,School Improvement Officer, Relay GSE/Approved Provider

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

Minimum of two Principal 1:1 coaching sessions are completed.
Minimum of two implementation support visits occur.
Five side-by-side walkthroughs are completed/documented.
Leadership feedback demonstrates alignment to Relay GSE practices.
Campus leaders demonstrate consistent use of See Success/See the Model/See the Gap practices.

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

Relay GSE coaching
Side-by-side walkthroughs
Approved provider support
Monthly leadership coaching
Principal Leadership Meetings

Milestone 7

Description – What specific action or deliverable will be completed?

McWhorter Elementary will establish a consistent cycle for analyzing District End of Unit Assessments, MAP Reading/Math/Science data, and weekly Exit Ticket data tied to Essential Standards.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers, School Improvement Officer

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

Weekly/9-week data meetings are documented.
MAP and District Unit Assessment data are reviewed.
Exit Ticket data is analyzed against Essential Standards.
Students are identified by performance level.
Instructional responses are documented based on data.

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

Data analysis training
MAP/EOU data support
Data Dive Protocol
District School Improvement Officer support

Milestone 8

Description – What specific action or deliverable will be completed?

McWhorter Elementary will consistently identify, monitor, and respond to the needs of At-Risk students and tutoring and intervention will be aligned to identified student needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers, Intervention/Tutoring Staff

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

Branching Minds groups are established and maintained.
At-Risk students are identified.
Amira, Progress Learning, and Lift-Off data are reviewed.
Tutoring/intervention groups are documented.
Student progress is reviewed during PLC/data meetings.
Intervention groups are adjusted based on student data.

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

Branching Minds training
Platform training
Tutoring resources
Data analysis support
Instructional Coach support

Milestone 9

Description – What specific action or deliverable will be completed?

McWhorter Elementary will implement a formal performance-management cycle in which campus leaders review progress toward content goals, Turnaround Plan milestones, teacher implementation, PLC effectiveness, observation and feedback data, and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, School Improvement Officer, DCSI, Area Director/ Principal Supervisor

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

Campus performance-management tracker is maintained.
Milestone progress is reviewed at established checkpoints.
Each milestone has an identified owner and status.
PLC, O/F, and student-performance data are reviewed together.
Leadership documents adjustments when performance is below expectations.

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

Performance-management tools
District data protocols
Leadership coaching
Quarterly data reviews
School Improvement Officer support

Milestone 10

DRAFT

Description – What specific action or deliverable will be completed?

PLC teams will consistently use an instructional cycle of identify the Essential Standard → plan/internalize → assess → analyze student work → respond → reassess to increase student mastery.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, Grade-Level Team Leads, Teachers

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

PLC documentation demonstrates the full instructional cycle.
Student work and assessment evidence are routinely analyzed.
Teachers identify specific misconceptions and responses.
Reassessment data demonstrates changes in student mastery.

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

Instructional Coach support
Student work analysis
Data analysis
PLC calibration

Milestone 11

Description – What specific action or deliverable will be completed?

Grade-level and content teams will use PLC data to monitor progress toward established WIGs and adjust lead measures, instructional strategies, and interventions when students are not on track.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Grade-Level Teams

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

WIG scoreboards are updated consistently.
PLCs review lead and lag measures.
Teams document adjustments based on performance.
Student achievement data demonstrates progress toward WIGs.

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

Data analysis
Instructional Coach support
Campus leadership monitoring

Milestone 12

Description – What specific action or deliverable will be completed?

McWhorter Elementary will transition from Instructional Coach led PLC's in 2026-27 to teacher led PLC's in 2027-28, by developing grade-level/content leaders trained to facilitate effective PLCs, guide data analysis, while maintaining an instruction focus on grade level standards and student mastery.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, Grade-Level Team Leads, Campus Leadership Team

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

Identified teacher leaders facilitate PLCs.
PLC observations demonstrate consistent protocol implementation.
Teacher leaders facilitate analysis of student work/data.
PLC quality demonstrates increased consistency across grade levels.

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

PLC facilitation training
Coaching for teacher leaders
Modeling and side-by-side support
Leadership development

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Milestone 13

Description – What specific action or deliverable will be completed?

Campus leaders will move from consistent observation and feedback to consistently high-quality feedback that identifies the highest-leverage instructional gap, provides a clear action step, and includes a follow-up plan to monitor implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, DCSI

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

O/F tracker demonstrates consistent feedback cycles.
Feedback is specific and actionable.
Action steps are connected to observed instructional gaps.
Follow-up observations demonstrate implementation.
Walkthrough data demonstrates improvement in targeted instructional practices.

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

Relay GSE calibration
Real-Time Feedback training
Side-by-side walkthroughs
Coaching from DCSI/School Improvement Officer

Milestone 14

Description – What specific action or deliverable will be completed?

McWhorter Elementary will use observation and feedback data to monitor teacher growth over time and identify evidence of sustained implementation of priority instructional practices.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches

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

O/F data is analyzed across multiple observation cycles.
Teacher tiers demonstrate movement based on performance.
Teachers demonstrate sustained implementation of targeted action steps.
Campus walkthrough data shows increased consistency in priority instructional practices.

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

O/F data analysis
Teacher calibration
Relay coaching
Instructional Coach support

Milestone 15

Description – What specific action or deliverable will be completed?

Campus leaders will independently implement the observation and feedback system with consistency, ensuring that the system is sustainable and does not rely solely on external coaching or district support.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal/Campus Leadership Team, Instructional Coaches

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

Campus leaders independently conduct walkthroughs.
Feedback is consistently aligned to campus instructional priorities.
O/F tracker is maintained without gaps.
Leadership calibration demonstrates consistency.
External coaching data confirms sustainability of the system.

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

Leadership calibration
Periodic DCSI support
Relay GSE coaching
Principal leadership meetings

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Milestone 16

Description – What specific action or deliverable will be completed?

McWhorter Elementary will analyze PLC, observation/feedback, intervention, and student assessment data together to determine whether improvements in instructional practice are resulting in improved student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, School Improvement Officer, DCSI

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

Leadership reviews instructional and student-performance data together.
Campus identifies relationships between teacher practice and student outcomes.
Priority gaps are identified and assigned action steps.
Data demonstrates progress toward campus student achievement goals.

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

Data analysis
District data support
Leadership coaching
Performance-management protocols

Milestone 17

Description – What specific action or deliverable will be completed?

McWhorter Elementary will monitor progress toward its campus achievement goals using MAP, District Unit Assessments, Exit Tickets, and other identified student-performance measures. Campus leaders will make timely adjustments when progress is below the expected trajectory.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

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Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers, School Improvement Officer

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

Student performance data demonstrates progress toward established goals.
9-week data meetings document progress and adjustments.
Content goals are monitored through established scoreboards.
At-Risk student progress is documented.
Leadership can identify the specific actions contributing to student growth.

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

Data analysis
MAP/EOU support
Branching Minds
Instructional coaching
District School Improvement Team

Milestone 18

Description – What specific action or deliverable will be completed?

McWhorter Elementary will establish sustainable campus systems for PLCs, observation and feedback, teacher development, student intervention, and performance management that are embedded into campus routines and can continue beyond the Turnaround Plan.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, DCSI, Area Director/Principal Supervisor, School Improvement Officer

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

PLC, O/F, and performance-management systems are documented in the Campus Playbook.
Campus calendars reflect recurring PLC, observation, coaching, and data-review cycles.
Leadership roles and responsibilities are clearly defined.
Campus data demonstrates sustained implementation.
Systems continue to operate with reduced dependence on external support.
End-of-year review documents strengths, remaining gaps, and sustainability actions.

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

Campus Playbook development
Leadership coaching
District calibration
Sustainability planning
End-of-year data analysis

Milestone 19

Description – What specific action or deliverable will be completed?

Establish and maintain consistent classroom learning environments that support high-quality Tier 1 instruction. Classrooms will include purposeful visuals, academic vocabulary, and instructional resources that are aligned to current standards and learning expectations. Teachers will intentionally reference and utilize these resources during instruction to support student understanding and access to grade-level content.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches and Teachers

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

Classroom walkthrough and Relay GSE observation/feedback data demonstrate increased consistency across classrooms.
Classroom visuals, academic vocabulary, models, exemplars, and instructional resources are aligned to current standards and the current unit of instruction.
Teachers intentionally reference and use classroom resources during instruction.
Students use academic vocabulary and classroom resources during discussion, reading, writing, and problem-solving.
Follow-up observations demonstrate that previously identified gaps have been addressed.

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

Coaching and modeling from instructional specialists and campus leadership.
Examples/templates of purposeful classroom visuals, academic vocabulary displays, models, and exemplars.
Relay GSE observation and feedback to identify implementation strengths and gaps.
Scheduled walkthroughs, feedback cycles, and follow-up observations to monitor consistency.

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Performance Management

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

District and campus leaders will monitor implementation through a combination of ongoing campus-level monitoring, routine data reviews, walkthroughs, and formal milestone checkpoints. Campus leaders will monitor implementation of the plan through PLC observations, classroom walkthroughs, Relay Observation and Feedback (O/F) trackers, coaching/action-step documentation, student data meetings, and intervention monitoring. These processes will provide frequent evidence of whether the actions identified in the milestones are being implemented with fidelity and are producing the intended instructional and student outcomes.

Each milestone will be reviewed at the identified December, May, and August checkpoints using a standardized milestone progress-monitoring form. The review will document the current status of the milestone, evidence of completion, evidence of impact, identified strengths and gaps, barriers to implementation, and the action steps needed before the next checkpoint. Progress will be categorized as Complete, On Track, Needs Attention, or Not Started.

The monitoring process will focus on both implementation and impact. For example, PLC milestones will be monitored through agendas, Data Dive documentation, Essential Standards alignment, student work analysis, and instructional responses. Observation and Feedback milestones will be monitored through the Relay O/F tracker, walkthrough evidence, teacher action steps, coaching documentation, and follow-up observations. Student data and intervention milestones will be monitored through MAP, District End-of-Unit Assessments, intervention platform data, and documented instructional adjustments.

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

The Principal and Campus Leadership Team will have primary responsibility for monitoring implementation at the campus level. The Principal, Instructional Specialist, Campus Deans, and designated teacher/grade-level leaders will review evidence connected to the milestones within their areas of responsibility.

At the district level, the School Improvement Officer, Principal Manager, and DCSI will provide oversight and review milestone progress with campus leadership. These district leaders will participate in formal milestone reviews, examine evidence submitted by the campus, provide feedback, identify barriers, and determine what additional district support is needed.

The responsible roles identified within each milestone will collect and maintain the evidence associated with that milestone. For example, PLC-related milestones involve the Principal, Instructional Specialist, Campus Deans, Grade-Level Team Leads, and teachers; Observation and Feedback milestones involve the Principal, Campus Leadership Team, School Improvement Officer, Principal Manager, and instructional support staff; and student data milestones involve campus leaders, instructional staff, teachers, and the School Improvement Officer.

How frequently will progress toward milestones be reviewed?

Per Semester

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How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources so that implementation is measured through both artifacts and observable evidence. Each milestone will have identified evidence of completion and evidence of impact that can be reviewed at the established checkpoints.

Primary data sources will include:
PLC documentation: agendas, protocols, Data Dive documents, Essential Standards identification, Week-at-a-Glance lesson planning, student work analysis, and documented instructional responses.
Observation and Feedback data: Relay O/F trackers, classroom walkthroughs, teacher action steps, coaching records, follow-up observations, and evidence of differentiated observation and feedback.
Leadership capacity evidence: coaching session documentation, implementation support visits, side-by-side walkthrough records, and evidence that leaders can identify instructional gaps and provide actionable next steps.
Student achievement data: District End-of-Unit Assessments, NWEA MAP data, grade-level performance data, and evidence of instructional adjustments resulting from data analysis.
Intervention data: Branching Minds, Amira, Magma Math, Progress Learning, Lift-Off, tutoring/intervention participation, and student progress toward identified goals.
Milestone progress-monitoring forms: checkpoint date, reviewers, evidence reviewed, progress status, overall progress percentage, strengths, gaps/barriers, next actions, responsible person, due date, and support needed.

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

Progress data will be shared with district leadership through a structured milestone-monitoring cycle. Campus leaders will maintain the evidence and update the milestone progress-monitoring forms at each designated checkpoint. The Principal and Campus Leadership Team will review the evidence first, identify the current milestone status, document strengths and gaps, and determine the action steps required before the next checkpoint.

The School Improvement Officer, Principal Manager, and DCSI will then review the milestone evidence and progress with campus leadership. District leadership will receive a consolidated view of milestone status, including the evidence reviewed, progress toward completion, evidence of impact, barriers, required next steps, and any additional district support needed.

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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	73
Meets Grade Level	54
Masters Grade Level	23

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

Performance Level	EOY Goal (%)
Approaches Grade Level	66
Meets Grade Level	40
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	43
Masters Grade Level	23

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

20

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

3

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Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	59
Masters Grade Level	28

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	45
Masters Grade Level	23

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	48
Masters Grade Level	28

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

22

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

3

Will this campus 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?

16

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

8

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

8

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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