Waxahachie Independent School District

Clift 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.

TAP Template Observation Feedback Log.pdf
Great Minds Observation Feedback - Reading and Math.pdf

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:

November 10, 2026

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:

—

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?

LIFT, LIFT PLC Support

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

LIFT, LIFT PLC Support

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

Region 10, Great Minds PBC, District Staff

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

6

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.

Georgie Swize-DCSI, Asst Supt Curriculum, 50%
Cortni Henke- Instructional Coordinator, 100%
Stefani Foster, Principal, 100%
Rusty East, Assistant Superintendent Leadership, 50%

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).

Principal has previously brought Northside Elementary from a D to a B rating. DCSI has previously brought a campus from an F to a B.

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.

1 additional AP $85,000- general fund
1 additional behavior coordinator- $87,000 - general fund
Additional behavior para- $25,000 - general fund
37 days of LIFT Support Grant from Great Minds $275,000
LASO PLC Support Grant $60,000
Stipends given to Counselor ($2,000), Instructional Coach ($2,000), and Principal to come to this school ($12,000) - general fund
Bluebonnet Math - IMTA $204,926
Amplify Reading - IMTA $233,245
Teacher Incentive Allotment Payouts - up to $24,873 - State TIA Allotment

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?

2026–2027 School Year Status:
Grant funding for the strategy has already been secured and awarded for the 2026–2027 school year.

2027–2028 Continuation Plan & Alternative Funding:
For the 2027–2028 school year, the district intends to apply for continuation funding through LASO 4 LIFT. If continuation funding is not awarded, the district will allocate local general funds to maintain the instructional support system currently provided by Great Minds.

Alternative Implementation & Resource Reallocation:
Should the grant be denied, district leadership will absorb the implementation duties

Program Management & Supervision: The District Coordinator of School Improvement (DCSI) and the Director of Curriculum will assume the facilitation and supervisory duties currently performed by the external provider.

Coaching & PLC Facilitation: The district will sustain ongoing instructional coaching and Professional Learning Community (PLC) support by reallocating job responsibilities among existing district and campus personnel, ensuring seamless execution and continuity of the turnaround strategy without relying on external grant dollars.

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

In December 2025, an experienced principal with nine years of administration and a proven track record of campus turnaround was appointed to lead Clift Elementary. To strengthen campus culture and instructional support, leadership established a new administrative and support team, including a new assistant principal, counselor, instructional coach, and receptionist. Utilizing classroom observation data, feedback, and student achievement metrics, campus leadership strategically restructured positions to align with campus performance goals. To further build campus capacity, the district leveraged Teacher Incentive Allotment (TIA) designations—where Clift offers the highest allotment payout in the district at up to $22,500—to recruit and retain highly qualified, certified veteran educators from across the district.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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?

500

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

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?

187

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)
Curriculum Based Assessment	District	Monthly	RLA, Math, Science Unit and Module assessments will be used to determine students' progress towards the TEKS. Students know their goals before taking the test. Their goals align with STAAR. Teachers use the data to identify what will be focused on in intervention.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test	District	BOY/MOY/ EOY	The purpose of the STAAR Released Test ECR/SCR mock is to measure students' ability to respond to extended and short constructed-response questions. Using an AI scorer that mirrors the state scoring process allows teachers to identify trends in student strengths and areas of need, provide targeted feedback, and adjust instruction based on the results.
Interim	District	Quarterly	Teacher dig into data, identify specific student needs, plan 6 weeks of intervention leading to STAAR with high freq. TEKS
Curriculum Based Assessment	Campus	Daily	Bluebonnet Exit tickets used to determine need for change in instruction or gap filling for the next day

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

Clift Elementary will implement a systematic process for monitoring individual student achievement and growth throughout the school year. A campus-wide student data spreadsheet will serve as a living data tool to ensure that instructional decisions remain focused on both achievement and growth.

The spreadsheet will identify each student's most recent STAAR performance, current performance level, and the performance needed to earn an academic growth point on the next STAAR assessment. This allows teachers and campus leaders to move beyond simply identifying whether a student is Approaches, Meets, or Masters and instead answer the critical question: What does this individual student need to accomplish to demonstrate growth?

Teachers and leadership teams will routinely analyze the data for student, classroom, grade-level, content-area, and student-group trends. Data will be used to identify students who are on track, students approaching a growth target, and students requiring additional instructional support or intervention. These trends will drive instructional planning, small-group instruction, intervention, enrichment, and campus support.

Students will also take an active role in the process through individual goal setting for each unit and module assessment. Using their identified STAAR growth target as a guide, students will establish appropriate performance goals—such as Approaches, Meets, or Masters—for upcoming assessments. Following each assessment, students will review their results, monitor progress toward their goals, and establish their next target.

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

The campus master schedule protects 30 minutes of dedicated intervention, 4 days per week, ensuring Tier 2 and Tier 3 interventions occur in addition to, and do not replace, core Tier 1 instruction. Students below grade level or not demonstrating expected academic growth are identified through Beginning-of-Year (BOY) screeners, curriculum-embedded unit assessments, and interim benchmark data. Interventions are provided through flexible, small-group pull-out and push-in models led by certified teachers and specialized interventionists. Instruction utilizes evidence-based, High-Quality Instructional Materials (HQIM) targeted to specific skill deficits. Student groupings and progress-monitoring data are reviewed monthly during PLCs to shift students dynamically across tiers as skill mastery is achieved.

Interventions are directly aligned with individual IEP goals and delivered by certified special education staff or in co-taught settings. Special education teachers collaborate weekly with general education teachers during PLCs to align intervention materials, ensure required accommodations are implemented with fidelity, and track progress toward IEP benchmarks.

Language development and content interventions integrate English Language Proficiency Standards (ELPS) strategies, structured sentence frames, and linguistic accommodations. Pull-out services for EB students focus on accelerating both academic vocabulary and TELPAS language proficiency domains (Listening, Speaking, Reading, and Writing).

Students requiring accelerated instruction under HB 1416 or receiving 504 accommodations receive targeted, small-group ratio instruction (1:4 or 1:5) focused on prerequisite STAAR power standards, with individual attendance and progress tracked through the campus data management system.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized systematically by grade-level teams (K–5) and core content areas (RLA and Mathematics) to ensure tight horizontal and vertical alignment with High-Quality Instructional Materials (HQIM). The campus master schedule protects at least one dedicated 45-minute common planning/PLC period per week for all core instructional teachers. Additional common planning windows are built into the weekly schedule as master scheduling permits to allow for extended curriculum internalization and data reviews. To ensure continuous support for special populations, Special Education (SPED), Bilingual, and ESL/Emergent Bilingual staff are fully integrated into their respective grade-level and content PLCs weekly. This structure allows general education teachers, co-teachers, and intervention specialists to collaboratively analyze student work, adapt HQIM materials, and plan linguistic and instructional accommodations together.

How frequently will PLCs occur?

Core content and grade-level teaching teams participate in formal Professional Learning Communities (PLCs) 4 days a week for 45 minutes per session, fully protected within the campus master schedule. While state criteria require a minimum of one 45-minute common planning period per week, this high-frequency structure provides 180 minutes of dedicated collaborative planning time weekly. This extended time ensures instructional teams have sufficient time to execute full High-Quality Instructional Materials (HQIM) internalization, module previewing, lesson rehearsals, and student work analysis without rushing or cutting protocols short.

Who will facilitate PLCs?

Weekly PLC sessions will be co-facilitated and directly overseen by a collaborative campus leadership team comprising Grade-Level/Content Team Leads, the Instructional Coordinator, Assistant Principals, and the Principal. District-level alignment and technical support will be provided periodically by the Director of Curriculum and external Great Minds / LIFT instructional specialists. All facilitators, including campus administrators, the instructional coordinator, and team leads, undergo intensive upfront and ongoing job-embedded training on High-Quality Instructional Materials (HQIM), specifically Great Minds Bluebonnet unit structures, scope and sequences, and lesson internalization protocols. Working together, the principal, assistant principals, instructional coordinator, and team leads guide structured 45-minute planning routines focused on strengthening horizontal and vertical alignment.
Facilitators actively lead teams through:
Module & Lesson Internalization: Unpacking unit objectives, identifying key student misconceptions, and aligning daily tasks to the rigor of STAAR power standards.
Lesson Rehearsal & Feedback: Modeling high-leverage teaching strategies and providing immediate, actionable feedback prior to classroom delivery.
Student Work Analysis: Examining short-cycle module assessments and student work artifacts against rubric exemplars to calibrate Tier 1 instruction and plan immediate reteach cycles.

Who is required to attend PLCs?

All grade level members, Instructional Coordinator/Coach, special education teachers, bilingual or ESL teachers, and Principal for specific grades and every Wednesday for all. Interventionists and other specialized staff participate when student data, services, accommodations, intervention plans, or instructional decisions connected to their roles are reviewed.

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

Supported by instructional coaching through our LASO 4 LIFT grant, the campus uses a structured, 4-stage Professional Learning Community (PLC) protocol grounded in Texas Education Agency (TEA) high-impact instructional routines and aligned to the Great Minds curriculum. This protocol operates on a recurring weekly cycle to ensure rigorous Tier 1 execution and responsive reteaching. Teams unpack upcoming module overviews, scope and sequences, and pacing guides. Teachers complete End-of-Module assessments through a student lens to identify foundational TEKS, mathematical/literacy shifts, and common student misconceptions. Teachers review daily focus standards, primary lesson objectives, and exit tickets. Teams annotate concept development vignettes, select core problem sets, and embed specific checks for understanding, linguistic supports (ELPS), and Special Education accommodations. Teachers rehearse critical, high-leverage segments of upcoming lessons—such as modeling a complex concept, facilitating student discourse, or addressing anticipated "sticky spots". PLC co-facilitators and peers provide immediate, actionable feedback to refine instructional delivery, questioning strategies, and pacing prior to classroom execution. Teams examine recent short-cycle module assessments, exit tickets, and student work samples against rubric exemplars . Teachers disaggregate data to identify specific skill gaps, calibrate scoring, and design targeted 10–15 minute reteach plans or intervention adjustments for struggling student groups.

Upload PLC agenda (optional):

—

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
Teacher	New to Math Teacher Training: Bluebonnet Math lesson design, routines, materials, lesson internalization, pacing, checks for understanding, planning, and rehearsal. During this session, teachers first experienced a Bluebonnet Learning lesson as learners, then stepped back to study how it was built. Participants watched through three lenses — component purpose, engagement, and pacing — and debriefed each part of the lesson to surface the instructional decisions a teacher makes long before standing in front of students. From there teachers turned to their own upcoming lessons, internalizing one or two collaboratively through those same lenses and naming the fluency routines, engagement strategies, must-do problems, and debrief questions they will prioritize.	Great Minds Coach	Teachers who are 1st year or new to the curriculum
Teacher	Pacing Deep Dive and Year at a Glance: review of pacing expectations, unit and module sequencing, internalization tools, assessment points, and available curriculum resources. Participants align upcoming instruction to the district calendar. This professional learning session prepared elementary teachers to begin the school year with a clear focus on instruction. Teachers explored key curriculum resources, pacing and assessment tools, and strategies for starting with the TEKS and using HQIM with fidelity. Participants distinguished between active engagement and compliance and experienced quick, practical strategies that increase student thinking without requiring teachers to rewrite their lessons. Teachers also had dedicated time to apply these strategies to an upcoming lesson, so they left ready to take their learning directly into the classroom.	Math and RLA Content Coordinator	All new teaching staff

Role	Training/PD Description	Delivered By	Attended By
Teacher	Content Overview and Reset: review of priority content, curriculum expectations, pacing, student evidence, and implementation trends. Teachers identify specific instructional adjustments for the next unit or grading period. Math- Calibrated expectations, resources, and instructional practices for the year ahead. Explored TCMPC documents and STAAR data, including how K–2 instruction addresses later-assessed standards, especially lower-performing areas. Revisited Read-Draw-Write (RDW) and highlighted Great Minds updates, including Math Catalyst and Topic Progress Checks for Grades 3–5. RLA- Introduced the clarification document, providing focus TEKS, learning objectives, success criteria, STAAR-type questions, engagement activities, and exit tickets for every lesson. Explored TCMPC tools, Amplify routine videos, PD library, and intervention toolkit. Discussed new TEKS-based K–2 assessments and TEKS trackers to support intervention. Grades 3–5 also viewed Lead4Ward Think Along Toolkits.	TLI department, Content Coordinators, Instructional Coordinators	All certified staff
Principal	Coaching Camp: leadership training that uses an observe, diagnose, plan, practice, and follow-up coaching cycle. Leaders analyze instruction, identify the highest-leverage action step, practice feedback and modeling, and plan how to monitor whether the action changes classroom practice. Coaching Camp by Great Minds is for Principals and Instructional Coordinators to collaborate in order to build instructional excellence on their campus. During the coaching camp, principals and coordinators will explore high impact coaching practices to strengthen their instructional leadership which includes coaching cycles, curriculum implementation, data analysis, and identify campus systems and routines that promote continuous learning.	Great Minds	Principal, Instructional Coordinator

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Great Minds Coaching Academy: training in curriculum-based coaching, observation, actionable feedback, modeling, rehearsal, and follow-up. Participants used the WISD Coaching Handbook and TEA frameworks to support HQIM implementation during PLCs and classroom coaching cycles. Coaches received intensive practice in coaching conversations, lesson rehearsal, prioritizing teachers, using data to coach, leading PLCs, and Feedback/Observation. Acquire knowledge, skills, and tools needed to provide high-impact coaching, facilitate meaningful feedback conversations, support effective curriculum implementation, and use data to drive continuous instructional improvement. This time will be used to have collaborative learning with other instructional coordinators for reflection and refinement. Throughout this academy, instructional coordinators will build strategies to empower teachers, enhance instructional practices, and improve student outcomes across their schools and districts.	Great Minds	Instructional Coordinator

Role	Training/PD Description	Delivered By	Attended By
Teacher	Content Progression in Math, Using Pause Point Days to Intervene, and Building Strong Extended Constructed Responses: Math- Examine how mathematical models develop across K-5. Explore BL content to see where each model appears across grade levels and how it grows in complexity and purpose. In grade-level partnerships, map how a model appears in their grade and study what students in adjacent grades are doing, surfacing the knowledge and skills students carry year to year. Reflect on how consistent models across a campus build conceptual understanding that doesn't expire. RLA- Hands-on training focused on using Amplify Pause Point days to make intentional, data-driven instructional decisions. Teachers will learn to collect evidence during daily lessons and use it to intervene, continue, or extend learning based on student needs. Leave with a practical plan for using their next Pause Point to strengthen Tier 1 instruction and support every learner. Learn how to write effective ECRs.	RLA Content Coordinator, Great Minds, 5th grade RLA Teacher	All teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Math – A Revisit: Examine how mathematical models develop across K–5. Explore BL content to see where each model appears across grade levels and how it grows in complexity and purpose. In grade-level partnerships, map how a model appears in their grade and study what students in adjacent grades are doing, surfacing knowledge and skills students carry year to year. Reflect on how consistent models across a campus build lasting conceptual understanding. RLA- Literacy across content areas is essential for student success in the classroom and on redesigned state assessments. Teachers face the challenge of helping students comprehend complex texts and retain large amounts of content. Focus on reading, writing, and thinking across the curriculum. Explore research-based strategies using writing to develop understanding and prepare students for state assessment demands and, more importantly, the real world.	Great Minds, Region 10 ES	All teachers

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

Teachers or leaders with fewer than two years in role, teachers new to the curriculum, and staff whose walkthrough or student data show a need for additional support will receive more frequent coaching. Support will include small-group training, model lessons, co-planning, rehearsal, observation with an identified look-for, and written feedback followed by a check for implementation. The principal and instructional coordinator will review walkthrough and assessment data at least monthly to determine who needs additional support and whether the coaching produced the intended change. Staff demonstrating consistent implementation will move to less frequent monitoring and may support peer planning or modeling.

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 TEA Classroom Observation Tool will be used to evaluate the implementation of professional learning and coaching. Campus leaders will use the tool during classroom walkthroughs to monitor whether the practices addressed during training and PLCs are evident in daily instruction.
Look-fors will include implementation of the district-adopted HQIM, alignment to the lesson objective and focus TEKS, evidence of lesson internalization, appropriate pacing, clear modeling, checks for understanding, student discourse and engagement, use of formative assessment, and instructional adjustments based on student responses. Leaders will also look for grade-level rigor, appropriate accommodations and linguistic supports, access to grade-level instruction for students receiving special education services, and evidence that feedback from previous walkthroughs or coaching has been implemented. Walkthrough findings will be used to provide teacher feedback, identify additional coaching needs, and plan future professional learning.

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?

Teachers and administrators will engage in biweekly collaborative data meetings to analyze student performance and growth trends, with focused attention on students receiving special education, bilingual/ESL, 504, and other specialized services. During these meetings, teams will identify instructional priorities, monitor the implementation of accommodations and supports, and make data-informed adjustments to instruction and intervention. To strengthen staff capacity, teachers will participate in ongoing professional learning, including ELPS and FLIPbook training, 504 and Special Education training, and co-teaching training through Region 10. This continuous cycle of data analysis, targeted professional learning, and responsive instructional planning will ensure that all students receive the support needed to meet their academic goals.

ELPS training/FLIPbook training, 504/SPED training for teachers, Co-teach training in region 10

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?

Define, explicitly teach, model, and monitor common campus procedures for classrooms, hallways, transitions, arrival/dismissal, common areas, materials, and student behavior to create predictable expectations across all settings.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Teachers, Staff

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

Campus procedures, teaching plans, walkthrough data, discipline/behavior trends

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

PBIS/CKH resources, behavior calibration, leadership monitoring

Milestone 2

Description – What specific action or deliverable will be completed?

Implement a consistent lesson-internalization protocol in PLCs that requires teachers to unpack standards, identify lesson rigor, anticipate misconceptions/student responses, and plan checks for understanding before instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Coach, Teachers

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

Completed internalization protocols, PLC artifacts, lesson plans, walkthrough evidence

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

HQIM/internalization training, protected PLC time, coaching/modeling

Milestone 3

Description – What specific action or deliverable will be completed?

Establish and communicate non-negotiable expectations for implementation of district-adopted curriculum, including pacing, required lesson components, assessments, instructional routines, and use of curriculum resources.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Coach

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

Campus expectations document, walkthrough data, curriculum implementation checks

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

HQIM training, coaching, district curriculum support

Milestone 4

Description – What specific action or deliverable will be completed?

Establish clear expectations for co-teaching, collaborative planning, implementation of IEP-required and allowable accommodations, and access to grade-level HQIM for students receiving special education services.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, SPED Lead, Gen Ed & SPED Teachers

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

Co-teaching schedules, planning documents, accommodation documentation, walkthrough evidence

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

Co-teaching PD, accommodation training, SPED instructional coaching

Milestone 5

Description – What specific action or deliverable will be completed?

For PLC purposes:
Identify grade-level leads all grade-level (for capacity building)
Guiding coalition grant
Begin transition of facilitation leading (coaching protocols)
PLC norming on protocols, tools, etc 9.16.26
Sample PLC/model (G4 Lesson Internalization) on 9.17.26
PLC Observation 1 (9.24.26 - G3; teacher led)
Action Planning PLC shifts 9.22.26
PLC Observation 2 (October TBD)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Great Minds, Principal, Campus Instructional Coordinator

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

PLC Observation Tools

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

PLC training from Great Minds

Milestone 6

Description – What specific action or deliverable will be completed?

Create coaching plan priorities (who and what -instruction vs management)
Assignment of coaches (who is coaching who)
Time in classroom - tracking for leadership
O/F norming on protocols, tools, etc 8.25.26

Classroom Observation Dates:
8/19/2026
8/20/2026
8/25/2026
9/9/2026
9/16/2026
9/17/2026
9/22/2026
9/24/2026
10/6/2026
10/8/2026
10/21/2026

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Stefani Foster, Cortni Henke, Precious Boyd

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

Coaching/FB Log

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

Great Minds coaching, Obs/Fb Log

Milestone 7

Description – What specific action or deliverable will be completed?

Establish protected weekly PLCs with a common agenda and clearly defined expectations for internalization, student work analysis, assessment data, instructional response, and follow-up.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Coach

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

PLC calendar, agendas, minutes, teacher artifacts, leadership walkthroughs of PLCs

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

PLC protocols, facilitator training, protected collaborative planning time

Milestone 8

Description – What specific action or deliverable will be completed?

Utilizing data from STAAR 25-26, we were able to identify 68 students who were listed in the High Focus Closing the Gaps group. We will target these students with intervention provided by a certified interventionist and also offer free tutoring.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Stefani Foster

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

Tutoring logs
Intervention work samples
Test data

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

Math Interventionist (paid for by title money)

Milestone 9

Description – What specific action or deliverable will be completed?

Implement targeted Title I tutoring based on identified student skill deficits and establish entry criteria, instructional focus, attendance expectations, and progress-monitoring procedures.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Title I Staff, Teachers

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

Tutoring rosters, attendance, lesson documentation, pre/post student performance data

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

Title I funding, tutoring staff, intervention materials

Milestone 10

Description – What specific action or deliverable will be completed?

Strengthen the PTO and implement purposeful family engagement opportunities, including academic nights, curriculum/STAAR information, student goal sharing, and family learning activities that equip families to support learning at home.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Counselor, Teachers, PTO/Family Engagement Team

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

PTO participation, event calendars, attendance data, family surveys, communication artifacts

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

Title I family engagement funds, communication tools, staff planning

Milestone 11

Description – What specific action or deliverable will be completed?

Schoolwide Routine Focus with Great Minds Principal Coaching
-train all teachers on PBIS updates (tickets, “HERD”)
-accountability of expectations (monitoring for alignment to SWR)
-Capturing Kids' Hearts - Aug 3&4
-Alignment with core values
-SWR “audit” and review of highly effective SWR resources (including planning templates + classroom routines resources)
-Draft a plan to provide affirming feedback to students as well as 3-5 clear, common language expectations for accountability

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst Principals

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

Informal SWR check-in to monitor - add to coaching schedule, if reset or support is needed.

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

Great Minds Coaching

Milestone 12

Description – What specific action or deliverable will be completed?

Develop and implement a campus-wide intervention/MTSS system that identifies students by specific skill deficit and defines intervention provider, frequency, duration, progress-monitoring tool, and criteria for adjusting support.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Interventionists, Instructional Coach

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

Intervention rosters, schedules, student plans, progress-monitoring records

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

MTSS training, intervention resources, protected intervention time

Milestone 13

Description – What specific action or deliverable will be completed?

Implement a campus-wide data tracker identifying each student's most recent STAAR performance, current performance level, and performance needed to earn a growth point. Students will set Approaches, Meets, or Masters goals for unit/module assessments and monitor progress.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Coach, Teachers

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

Campus data spreadsheet, student goal sheets, assessment trackers, PLC evidence

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

STAAR growth data, spreadsheet tools, student goal-setting templates

Milestone 14

Description – What specific action or deliverable will be completed?

Complete a formal root cause analysis using achievement, growth, behavior, attendance, walkthrough, staffing, SPED/EB, intervention, and implementation data to identify barriers contributing to student underperformance and determine specific corrective actions.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Leadership Team

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

Completed root cause analysis, identified priority problems, documented action steps

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

Root cause protocol, data reports, leadership planning time

Milestone 15

Description – What specific action or deliverable will be completed?

Train teachers to intentionally incorporate ELPS into lesson internalization and instruction through language objectives, academic vocabulary, structured discourse, linguistic supports, and opportunities to listen, speak, read, and write. SPED and EB supports are planned before instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

APs, Instructional Coach, EB/ESL Staff, Teachers

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

Lesson/PLC artifacts, walkthrough evidence, student work

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

ELPS training, linguistic accommodation resources, coaching

Milestone 16

Description – What specific action or deliverable will be completed?

Fully align CKH and PBIS expectations with campus recognition systems, including HERD expectations, Difference Maker recognition, student leadership opportunities, and TIA/staff recognition, creating a common culture of relationships, accountability, growth, and excellence.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Counselor, PBIS/CKH Team

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

Culture calendar, recognition records, walkthrough data, behavior data, student/staff feedback

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

CKH/PBIS coaching, recognition resources, TIA support

Milestone 17

Description – What specific action or deliverable will be completed?

Require PLC teams to identify students who repeatedly miss unit/module performance targets and document specific reteach, small-group, intervention, tutoring, acceleration, or enrichment responses with follow-up data.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

APs, Instructional Coach, Teachers

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

PLC documentation, student work, intervention changes, updated data tracker

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

Data protocols, coaching, protected PLC time

Milestone 18

Description – What specific action or deliverable will be completed?

Conduct student-level reviews of SPED and emergent bilingual performance to determine whether students are receiving appropriate grade-level access, accommodations, linguistic supports, co-teaching support, and intervention; adjust supports based on findings.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, SPED Lead, EB/ESL Staff

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

Student-level review documents, accommodation audits, walkthrough evidence, achievement/growth data

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

SPED/ELPS coaching, student data, collaborative planning time

Milestone 19

Description – What specific action or deliverable will be completed?

Conduct a second comprehensive root cause analysis comparing Year 1 and Year 2 achievement, growth, behavior, attendance, student-group, staffing, and implementation trends to determine whether identified root causes are improving.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Leadership Team

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

Year-over-year comparison, root cause analysis, revised action steps

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

Data dashboard, leadership planning time, district support

Milestone 20

Description – What specific action or deliverable will be completed?

Evaluate the impact of internalization, PLCs, HQIM implementation, intervention, tutoring, ELPS, SPED supports, and schoolwide systems using STAAR, local assessment, walkthrough, behavior, and implementation data; identify practices to continue, revise, or discontinue.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Leadership Team

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

Year 1 effectiveness report, STAAR analysis, implementation data, Year 2 recommendations

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

EOY data, leadership planning time, district support

Milestone 21

Description – What specific action or deliverable will be completed?

Use retention and strategic hiring to move toward the campus target of 70% of instructional staff having three or more years of teaching experience, while identifying new/inexperienced teachers requiring differentiated coaching and mentoring.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, HR/District Support

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

Staffing roster with years of experience, retention data, mentor/coaching assignments

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

Recruitment support, retention strategies, mentor system, TIA information

Milestone 22

Description – What specific action or deliverable will be completed?

Identify the highest-impact practices from the two-year turnaround effort and embed them into campus operating procedures, PLC expectations, BOY professional learning, coaching cycles, data calendars, intervention systems, and campus improvement planning for continued implementation.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Leadership Team, Instructional Coach

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

Updated campus playbook/procedures, PD calendar, PLC calendar, data cycle, intervention plan

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

Leadership planning time, district alignment, sustainability resources

Milestone 23

Description – What specific action or deliverable will be completed?

Revise PLC protocols, internalization tools, intervention systems, data trackers, and campus procedures based on Year 1 implementation and outcome data before beginning Year 2.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Leadership Team, Instructional Coach

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

Revised campus tools, BOY implementation plan, staff training materials

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

Leadership planning time, Year 1 data and staff feedback

Milestone 24

Description – What specific action or deliverable will be completed?

Co-teach Special Education teachers will actively participate in the Professional Learning Community (PLC) process by collaborating with general education teachers, analyzing student data, sharing effective instructional and behavioral strategies, and contributing to the development of targeted interventions. Through consistent collaboration, SPED teachers will help ensure that students with disabilities receive appropriate, data-driven support aligned with their individual needs and IEP goals.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Special Education teacher, SPED Director

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

PLC meeting agendas and sign-in sheets showing consistent participation.

Meeting notes documenting SPED teacher input and collaboration with general education teachers.

Student data analysis, including progress-monitoring data and assessment results.

Documentation of instructional strategies or interventions discussed and implemented.

Intervention plans and progress-monitoring records showing adjustments based on student data.

IEP goals and progress reports aligned with PLC interventions and classroom instruction.

Examples of differentiated materials, accommodations, or instructional strategies shared with the PLC.

Student work samples demonstrating the impact of collaboratively planned instruction.

Communication or collaboration logs between SPED and general education teachers.

Evidence of follow-up on PLC action items, such as implementing and reviewing agreed-upon

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

Co-teach training, internalization training from Great Minds

Performance Management

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

District and campus leaders will use a structured monitoring cycle to ensure that the turnaround plan moves beyond implementation of activities to measurable changes in adult practice and student outcomes. The principal and campus leadership team will review progress toward identified milestones monthly, while district leaders will participate in scheduled checkpoint reviews to evaluate implementation, identify barriers, and determine necessary adjustments.

At each formal turnaround checkpoint—December 2026, May 2027, August 2027, December 2027, May 2028, and August 2028—district and campus leaders will review evidence of milestone completion, implementation fidelity, and student impact. Progress will be identified as on track, partially implemented, or off track, with documented evidence supporting each determination. When implementation or student outcomes are not progressing as expected, leaders will conduct root cause analysis and establish specific corrective actions, responsible persons, timelines, and follow-up measures.

This continuous Plan → Implement → Monitor → Analyze → Adjust cycle will create shared accountability between the campus and district and ensure that resources, coaching, staffing, and instructional supports are adjusted in response to evidence. Successful implementation will ultimately be demonstrated not only by completion of turnaround milestones, but by increasingly consistent adult practices, stronger campus systems, improved student engagement, and measurable increases in student achievement and academic growth.

Roles, Responsibilities, and Review Frequency:
Monthly Reviews: The District Coordinator of School Improvement (DCSI), Director of Curriculum, Principal, and Campus Leadership Team (CLT) will meet monthly to review milestone completion, classroom walkthrough trends, and short-cycle assessment data.

Quarterly Reviews: The Superintendent and cabinet will conduct formal quarterly progress reviews to evaluate strategic progress, address operational barriers, and reallocate district resources as needed.

Semester Checkpoints: Formal turnaround reviews will occur at the six designated cycle checkpoints (December 2026, May 2027, August 2027, December 2027, May 2028, and August 2028) to evaluate longitudinal progress toward 2-year student outcome goals.

Data Collection & Tracking Protocols: Milestone and implementation data will be systematically collected using:
Instructional & Coaching Data: Weekly observation/feedback frequency and quality metrics tracked via the Instructional Insights App / district walkthrough tools.

Student Growth Data: Unit assessments, curriculum-embedded checkpoints, and BOY/MOY/EOY interim assessment data aggregated through the district data management system.

Milestone Tracking: A centralized TAP Milestone Tracker monitored by the DCSI to document evidence of completion (rated as On Track, Partially Implemented, or Off Track).

District & Board: Quarterly progress summaries will be presented to the Superintendent and Board of Trustees.

When milestones or student outcomes fall off track, leadership will immediately conduct root-cause analysis, establishing time-bound corrective action plans with assigned owners and follow-up monitoring date.

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

The principal and campus leadership team will review progress with the assistant superintendent of curriculum, district curriculum leaders, and the director of assessment and accountability. Additional district staff will participate when a milestone involves their area of responsibility.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Implementation will be monitored through multiple sources of evidence, including PLC agendas and artifacts, lesson internalization documents, classroom walkthrough data, HQIM implementation, intervention and Title I tutoring records, SPED co-teaching and accommodation implementation, ELPS integration, student data trackers, attendance and behavior trends, staffing and retention data, family engagement participation, and CKH/PBIS implementation. Leaders will use these data to determine not only whether an action occurred, but whether it resulted in the intended change in instructional practice.

Student outcome data will be reviewed following each unit/module assessment, district assessment, and STAAR administration. Campus leaders and PLC teams will monitor individual student progress toward identified Approaches, Meets, Masters, and STAAR growth targets. Data will be disaggregated by grade level, content area, classroom, student group, and program, including students receiving special education services and emergent bilingual students, to identify trends and gaps requiring an instructional response.

Campus leadership will conduct regular classroom walkthroughs and coaching cycles to determine whether practices established through professional learning and PLCs are transferring into daily instruction. Walkthrough findings will be calibrated among campus and district leaders and used to determine campus-wide professional learning, teacher-specific coaching, and areas requiring additional support.

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

The principal will share a monthly implementation summary with district leadership that includes the status of each active milestone, supporting evidence, student-outcome trends, barriers, corrective actions, responsible roles, and follow-up dates. Relevant summaries will be shared with staff through PLCs and campus meetings and with the CEIC and families through campus improvement updates when appropriate.

Every quarter, DCSI will meet with the Superintendent and cabinet to share a clear progress update. This update breaks down where we stand on our 2-year TAP milestones—marking them as On Track, Partially Implemented, or Off Track. We'll also look at trends from our Great Minds walkthroughs and decide on any extra resources or district support needed to keep things moving forward.

The DCSI, Campus Principal, and Campus Intervention Team will review the campus progress tracker during monthly review meetings. These sessions evaluate real-time evidence—including Great Minds walkthrough metrics, module assessment results, and intervention attendance to determine implementation fidelity and establish immediate corrective actions when milestones fall off track.

Milestone progress, curriculum internalization alignment, and short-cycle assessment outcomes will be shared with teachers monthly during scheduled Professional Learning Community (PLC) meetings and campus staff meetings.

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	70
Meets Grade Level	50
Masters Grade Level	15

Not applicable: RLA STAAR goals (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	30
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	50
Masters Grade Level	15

Not applicable: overall STAAR goals (SY 26-27)

—

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

43

Not applicable: Academic Achievement goal (SY 26-27)

—

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

75

Not applicable: ELP Component goal (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	53
Masters Grade Level	18

Not applicable: RLA STAAR goals (SY 27-28)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	33
Masters Grade Level	18

Not applicable: Math STAAR goals (SY 27-28)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	53
Masters Grade Level	18

Not applicable: overall STAAR goals (SY 27-28)

—

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

46

Not applicable: Academic Achievement goal (SY 27-28)

—

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

75

Not applicable: ELP Component goal (SY 27-28)

—

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?

75

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

60

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

85

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

70

Additional Info

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

—

Upload additional documents (optional):

—