2026-2028 Carson Turnaround Plan

1. Protect Reading and Math Instructional Time

SMART Goal: **By December 2026, Carson Elementary will implement a revised master schedule that protects uninterrupted core instructional blocks, including 100–120 minutes of ELA and 90 minutes of math, and provides a dedicated intervention block that is attached to the core instructional block for grades 3–5.**

- Collaborate with campus administration to revise Carson's master schedule to prioritize uninterrupted reading and math blocks for grades 3–5.
- Review the revised schedule for conflicts involving intervention, special programs, services, and other interruptions.
- Conduct targeted walkthroughs to monitor whether protected instructional blocks are being implemented as designed.
- Review implementation monthly with campus administration and make adjustments as needed.

Task	Who owns it? Who is responsible for monitoring?	Evidence
Collaborate on master schedule revision and articulate what the block actually looks like (instructional expectations related to online resources, small group instruction, what the teacher is doing v what the students are doing)	Campus administration	New master schedule with HQIM required number of minutes by content area with core components of each instructional block
Review the revised schedule for conflicts involving intervention, special programs, services, and other interruptions - keep students from being pulled from Tier 1 instruction, avoid assemblies/activities conflicting with Tier 1 instruction (communicate non-negotiables for daily schedule with staff in writing)	Campus administration	Special education schedules Dyslexia schedule Monthly activity schedule (drills, assemblies) Alternate bell schedule
Conduct targeted walkthroughs to monitor whether protected instructional blocks are being implemented as designed	Campus administration Assistant Superintendent of Teaching & Learning	Google form with look-fors - in the correct instructional block, instructional components, T/S roles

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		Actionable feedback to teachers based on instructional block expectations
Review implementation bi-monthly with campus administration and make adjustments as needed.	Campus administration Assistant Superintendent of Teaching & Learning	Google form data sheet Follow up observations with teachers
Create campus calendar of all events that may affect the daily schedule	Campus administration	Shared calendar with campus-wide events

Implementation will be monitored by Coffman and O'Briant through bi-monthly schedule reviews and classroom walkthroughs, with a goal of 90% or greater adherence to the protected instructional blocks.

Evidence: Revised master schedule, walkthrough data, classroom schedules, intervention schedules.

2. Unpack Grade-Level TEKS During PLCs

SMART Goal: **By December 2026, Carson Elementary teachers will consistently use the PLC process to unpack upcoming grade-level TEKS into clear learning targets, identify the level of rigor required by the standard, develop aligned formative assessments/CFUs, and analyze student work to determine instructional next steps and small groups.**

- Provide professional development and PLC support on deconstructing TEKS to identify content, cognitive demand, and evidence of mastery.
- Calendar out PLCs meetings and topics for each week.
- Support teachers in aligning learning targets, instructional tasks, and questions to the rigor of the TEKS.
- Use PLCs to examine upcoming TEKS and determine what students must know and be able to do to demonstrate mastery.
- Conduct targeted walkthroughs to monitor TEKS alignment and rigor.
- Use walkthrough trends to determine areas for additional coaching or professional learning.

Task	Who owns it? Who is responsible for monitoring?	Evidence
Calendar out PLCs meetings and topics for each week.	Campus Administration	Weekly and monthly PLC calendar by grade level and instructional focus
Unpacking the standard alongside the lesson internalization protocol by reviewing the lesson objective	Campus Administration Classroom Teachers	• Completed lesson internalization protocols identifying the standard, lesson objective, and expected student

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		outcomes • TEKS unpacking documents identifying the knowledge and skills students must demonstrate • HQIM lesson plans with annotated objectives and aligned instructional activities • PLC agendas and meeting minutes documenting standards and objective analysis • Student exemplars and success criteria aligned to the lesson objective • Classroom walkthrough data verifying alignment between the standard, lesson objective, instruction, and student tasks
Review exit ticket data from the previous week's lesson at least biweekly	Campus Administration Classroom Teachers	• Completed exit ticket data trackers disaggregated by TEKS, class, and student • Student mastery reports identifying students who have mastered the objective and those requiring additional support • PLC agendas and minutes documenting exit ticket analysis • Samples of exit tickets showing student understanding and common misconceptions • Reteaching plans and targeted small-group instructional plans based on assessment results • Documentation of instructional adjustments and follow-up assessment results
Review scope and sequence to determine upcoming readiness standards and correlated lesson	Campus Administration Classroom Teachers Director of Elementary Academics & ESL/Bilingual Coordinator of Math & Science Instruction	• Grade-level scope and sequence documents identifying upcoming readiness and supporting standards • TEKS alignment documents connecting readiness standards to upcoming HQIM lessons • PLC planning calendars identifying upcoming standards,

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		lessons, and assessment checkpoints • Completed lesson internalization protocols for upcoming lessons • Vertical alignment documents showing prerequisite skills and connections to grade-level standards (Lead4ward) • Common formative assessments and exit tickets aligned to upcoming readiness standards • Documentation of instructional adjustments and prerequisite skill review based on student data

Coffman, O'Briant, and teachers will use the established PLC protocol and TEKS tracker, with 100% of grade-level PLCs demonstrating evidence of this process by December 2026 and throughout the remainder of the school year.

Evidence: PLC agendas/notes, PLC calendar, TEKS trackers, learning targets, formative assessments, student work, small-group plans, and walkthrough evidence of alignment between the TEKS, learning target, and instruction.

3. Restructure the Intervention Process

SMART Goal: **By December 2026, Carson Elementary will implement a clearly defined, data-driven intervention system in which students are grouped according to identified skill deficits using MAP and classroom assessment data and receive differentiated Tier 1, Tier 2, or Tier 3 support during the designated intervention block.**

- Analyze MAP, classroom assessment, TEKS mastery, and other available student data to identify specific skill deficits.
- Create flexible student groups based on common instructional needs rather than broad performance levels.
- Require monthly intervention plans identifying students, targeted skills, instructional strategies, and progress-monitoring measures.
- Monitor implementation of WIN/intervention through walkthroughs and PLC conversations.
- Review student progress every 4–6 weeks.
- Regroup students and adjust intervention targets based on evidence of student response.

Task	Who owns it? Who is responsible for monitoring	Evidence
Develop progress monitoring	Campus Administration	• Student exit ticket data

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for exit ticket progress for all tiers and students	Classroom Teachers	trackers for Tiers 1, 2, and 3 • Grade-level and student-level progress-monitoring spreadsheets • Exit ticket results aligned to priority TEKS • Student mastery charts and progress graphs • Documentation of reteaching and instructional adjustments based on results
Monthly data meeting to review students' progress by tier • Focus on Hispanic & Low SES students • Include 1416 identifier • Regroup students and adjust intervention targets based on evidence of student response • Regular progress monitoring data points	Campus Administration Assistant Superintendent of Teaching & Learning	• Monthly data meeting agendas, sign-in sheets, and minutes • Disaggregated student achievement reports for Hispanic and economically disadvantaged students • Student data tracker identifying students by tier and 1416 identifier • Student progress-monitoring graphs and assessment results • Updated intervention group rosters and documented regrouping decisions • Data analysis protocols documenting instructional next steps and assigned responsibilities
Create flexible student groups based on STAAR lowest performing and hardest to teach TEKS (Gr 2-5)	Campus Administration Classroom Teachers	• STAAR item analysis and TEKS-level performance reports • Identified priority TEKS and student learning gaps by grade level • Flexible student group rosters organized by targeted skill • Small-group instructional schedules and lesson plans • Documentation of student placement and regrouping based on assessment data
Provide resources for small group intervention	Director of Elementary Academics & ESL/Bilingual Coordinator of Math & Science Instruction	• Intervention resource inventory and distribution logs • Small-group lesson plans and instructional materials aligned

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		to priority TEKS • HQIM-aligned intervention resources and supplemental materials • Math, science, ESL, and bilingual instructional supports • Teacher training materials and professional development records for intervention strategies
Require monthly intervention plans identifying students, targeted skills, instructional strategies, and progress-monitoring measures.	Campus Administration	• Completed monthly intervention plans by grade level and content area • Student rosters identifying intervention participants and instructional tiers • Documented targeted TEKS, instructional strategies, and intervention schedules • Baseline assessment data and measurable student growth targets • Progress-monitoring records and monthly intervention plan review checklists • Updated plans reflecting adjustments based on student response
Monitor implementation of intervention through walkthroughs and PLC conversations	Campus Administration Assistant Superintendent of Teaching & Learning	• Completed intervention walkthrough forms and observation records • Walkthrough schedules and documented instructional look-fors • PLC agendas, sign-in sheets, and meeting minutes • Documentation of small-group instruction and alignment to targeted TEKS • Administrator feedback forms and coaching action steps • Follow-up walkthrough records documenting implementation • Monthly intervention implementation summaries and next steps

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Coffman, O'Briant, classroom teachers, intervention teachers, and intervention paraprofessionals will monitor student progress at least every 4–6 weeks and adjust groups and interventions based on documented student performance, with the goal of demonstrating measurable growth in targeted skills by the MOY MAP assessment.

Need: a common progress-monitoring measure for each intervention group. MAP alone is too far apart to tell you whether the intervention is working. The intervention plan should identify what skill is being addressed, what resource/intervention is being used, and what measure will show progress.

Evidence: Intervention groups, skill-deficit data, intervention plans, progress-monitoring records, MAP data, and 4–6-week data-review documentation.

Recommended artifacts to prioritize: If you need to demonstrate implementation during a turnaround plan review, prioritize dated student progress trackers, monthly data meeting minutes, updated intervention group rosters, completed intervention plans, and walkthrough documentation. These provide evidence of both implementation and how student data informs instructional decisions.

4. Ensure Rigor and STAAR Alignment in Tier 1 Instruction

SMART Goal:
By December 2026, 100% of Carson classrooms in STAAR-tested grades (3-5) and subjects will consistently incorporate the identified STAAR-aligned instructional practices into daily Tier 1 instruction, including review of prerequisite learning, explicit instruction, standards-aligned questioning at the appropriate rigor, and an aligned exit ticket or lesson closure.

Task	Who owns it? Who is responsible for monitoring	Evidence
Defining the instructional block by components (define the purpose of each) and time allotments	Campus Administration Director of Elementary Academics & ESL/Bilingual Coordinator of Math & Science Instruction	• Written instructional block expectations defining the purpose and required components of each lesson segment • Grade-level instructional block pacing guides with designated time allotments • Master schedule showing protected ELA and math instructional minutes • HQIM lesson internalization guides aligned to required instructional components • Campus instructional expectations outlining teacher and student actions during each component • Classroom walkthrough data

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		documenting implementation of instructional block expectations
Utilizing PLC cycle to internalize lessons and complete lesson rehearsal	Campus Administration Director of Elementary Academics & ESL/Bilingual Coordinator of Math & Science Instruction	• PLC agendas, sign-in sheets, and meeting minutes documenting lesson internalization and rehearsal • Completed HQIM lesson internalization guides with annotations • Lesson rehearsal protocols and teacher practice documentation • BB walkthrough forms (Math Classroom Observation Tool) with documented instructional look-fors and companion guide for walkthroughs and feedback - bring this data back to the PLC for discussion • Documentation of walkthrough feedback and instructional expectations • PLC data analysis documenting walkthrough trends, instructional strengths, and areas for improvement • Follow-up PLC action steps addressing identified instructional needs
Professional learning opportunities related to: ● review of prerequisite learning ● explicit instruction ● TEKS-aligned questioning at the appropriate rigor ● TEK-aligned exit ticket or lesson closure	Campus Administration Assistant Superintendent of Teaching & Learning	• Professional development agendas, sign-in sheets, and presentation materials • Training materials and exemplars addressing prerequisite learning and explicit instruction • TEKS-aligned questioning guides and higher-order questioning examples • Sample exit tickets and lesson closure activities aligned to targeted TEKS • Teacher lesson plans demonstrating integration of professional learning • Classroom walkthrough and observation data documenting implementation of instructional

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		practices • Teacher feedback, coaching records, and follow-up walkthroughs • PLC minutes documenting reflection, implementation progress, and next steps

Focus on 5th grade

You don't write the lessons anymore - focus on internalizing the lesson (use lesson internalization protocol)

Coffman and O'Briant will monitor implementation through walkthroughs and provide feedback, with at least 90% implementation of the identified practices demonstrated during walkthroughs by October 30, 2026 and sustained throughout the school year.

Evidence: Walkthrough data, lesson plans, exit tickets, student work, STAAR-aligned questions, scope and sequence alignment, and formative assessment results.

Recommended evidence to prioritize for monitoring: Maintain a shared digital folder organized by task with dated PLC documentation, completed lesson internalization guides, professional development materials, and walkthrough data. Review these artifacts monthly to verify implementation and identify instructional practices that require additional modeling, coaching, or professional learning.

5. Strengthen Instruction Through Teacher Observation and Feedback Cycles

SMART Goal:

By the end of the 2026–2027 school year, Carson Elementary will implement a consistent, data-driven observation and feedback cycle for 100% of teachers to strengthen instructional practices and improve student achievement. Campus instructional leaders will use a common observation tool to conduct classroom walkthroughs, differentiate observation frequency based on teacher needs and formative assessment data, and provide actionable feedback within 1 school day of each observation. Feedback conversations will include a review of previous goals, one high-leverage instructional action step, modeling of effective practices, and an opportunity for teacher practice.

- Establish a consistent observation and feedback system using a common observation tool and tracking system to document instructional strengths, areas for growth, and campus-wide instructional trends.
- Differentiate observation frequency based on teacher performance, identified instructional needs, and student formative assessment data to provide targeted coaching and support.
- Conduct observation debriefs within 2–3 school days, providing actionable feedback focused on one high-leverage instructional action step, modeling effective practice, and identifying opportunities for teacher practice.

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- Conduct follow-up observations to monitor implementation of previous action steps, assess teacher progress toward instructional goals, and determine additional coaching needs.
- Review observation data, teacher progress, and student formative assessment results monthly with campus instructional leaders to evaluate implementation and make adjustments as needed.

Task	Who owns it? Who is responsible for monitoring	Evidence
Establish a consistent observation system using a common observation tool and tracking system to document classroom trends, instructional strengths, and areas for improvement.	Campus Administration Assistant Superintendent of Teaching & Learning	Common observation tool; observation logs; campus instructional trend data
Differentiate observation frequency based on teacher performance, instructional needs, and formative assessment results to determine the level of observation and coaching support needed.	Campus Administration Assistant Superintendent of Teaching & Learning	Observation schedules aligned to teacher needs; formative assessment data; documented coaching plans
Conduct classroom walkthroughs and provide actionable feedback within 1 school day, focusing on one high-leverage instructional action step aligned to campus instructional expectations.	Campus Administration Assistant Superintendent of Teaching & Learning	Dated observation records; feedback forms; documented teacher action steps
Conduct feedback conversations that include a review of previous goals, modeling of effective instructional practices, opportunities for teacher practice, and a clear follow-up plan.	Campus Administration Assistant Superintendent of Teaching & Learning	Coaching conversation records; teacher goal-tracking documents; modeling and practice documentation
Conduct follow-up observations to monitor implementation of teacher action steps and determine additional support needed to strengthen instructional practices.	Campus Administration Assistant Superintendent of Teaching & Learning	Follow-up observation records; teacher progress-monitoring logs; documented next steps
Review observation implementation, teacher progress, and student formative assessment results monthly to evaluate the impact of coaching and adjust support as needed.	Campus Administration Assistant Superintendent of	Monthly observation data reports; teacher goal-progress records; student formative assessment trends

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	Teaching & Learning	

Implementation Monitoring: Implementation will be monitored by Coffman and O'Briant through monthly reviews of observation logs, feedback documentation, teacher goal-tracking records, and student formative assessment data. The goal is for 100% of teachers to have documented observation and feedback cycles, with at least 90% of observation debriefs completed within 2–3 school days and 100% of feedback conversations including a documented high-leverage action step and follow-up plan. Each grading period, campus instructional leaders will evaluate whether improved instructional practices are contributing to increased student mastery.

Evidence: Common observation tool, classroom walkthrough logs, dated feedback forms, coaching conversation records, teacher action steps and follow-up plans, teacher goal-progress records, and student formative assessment data.

6. Implement Visual Data Tracking to Monitor Student Progress and Group Membership

SMART Goal: By December 2026, Carson Elementary will implement a visual data-tracking system for grades 2–5 that includes a campus data wall to monitor student performance, identify student group membership, and guide instructional decisions. Teachers and campus instructional leaders will use current formative assessment and benchmark data to identify student strengths and areas of need, assign students to appropriate instructional groups, and monitor progress toward grade-level learning goals. Student group membership will be reviewed at least every grading period and adjusted based on student performance and demonstrated mastery.

- Establish a grade-level data wall for grades 2–5 that visually tracks student performance, progress toward grade-level standards, and identified instructional needs.
- Use formative assessment, benchmark assessment, and other relevant student performance data to identify students who need enrichment, targeted intervention, or additional support with grade-level standards.
- Establish and document student group membership for grades 2–5 based on demographic data.
- Collaborate with grade-level teams during data meetings to analyze student progress, identify instructional gaps, and adjust instructional groups and teaching strategies as needed.
- Review and update the data wall and student group membership at least once each grading period to ensure instructional decisions reflect current student performance and student growth.

Task	Who owns it? Who is responsible for monitoring	Evidence

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Establish and maintain a visual data wall for grades 2–5 that displays student progress toward grade-level standards and identifies instructional strengths and areas of need.	Campus administration; grade-level teachers; instructional leaders	Grade-level data walls; student performance tracking documents; current assessment data
Analyze formative assessment and benchmark data to identify students who need intervention, targeted instruction, or enrichment.	Grade-level teachers; instructional leaders; campus administration	Assessment data reports; data meeting documentation; documented student learning needs
Establish and document student group membership for grades 2–5 based on demographic data.	Grade-level teachers; instructional leaders	Student group rosters; intervention and enrichment group lists; documented grouping criteria
Conduct collaborative data meetings to review student performance, identify learning gaps, and determine instructional responses.	Campus administration; grade-level teams; instructional leaders	Data meeting agendas and notes; student progress-monitoring records; documented instructional action steps
Review and update the data wall and student group membership at least once each grading period to reflect student growth and changing instructional needs.	Campus administration; grade-level teachers; instructional leaders	Updated data walls; revised student group rosters; progress-monitoring data; records of instructional adjustments

Implementation Monitoring: Implementation will be monitored by campus administration and instructional leaders through monthly reviews of data wall updates, student group membership, and student progress-monitoring records. The goal is for 100% of grades 2–5 to maintain an updated visual data-tracking system and documented student group membership based on current assessment data. Student progress and group placement will be reviewed at least once each grading period, with instructional adjustments made as needed to support progress toward grade-level standards.

Evidence: Grade-level data walls, formative assessment and benchmark data, student group rosters, intervention and enrichment documentation, data meeting records, and student progress-monitoring reports.

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