DRAFT

Gilbert Cuellar Sr. Elementary School

Targeted Improvement Plan (TIP)

First and Last Name *

Shelley Baxter

Position *

- (●) Principal
- ( ) Assistant Principal
- ( ) Executive Director (Principal Manager/DCSI)
- ( ) Regional Director
- ( ) Other Campus Leader
- ( ) Central Staff
- ( ) Region 10 Representative
- ( ) Texas Education Agency (TEA) Representative

Name of Campus *

Gilbert Cuellar Sr. Elementary School

Region and Regional Director

- (●) Region 1 - Laura Garza, Regional Director
- ( ) Region 2 - Tanya Shelton, Regional Director
- ( ) Region 3 - Jonathan Smith, Regional Director
- ( ) Region 4 - Salem Hussain, Regional Director
- ( ) Region 5 - Nancy Bernardino, Regional Director
- ( ) Region 6 - Ryan Zysk, Regional Director

Needs Assessment

Click for more information: **Needs Assessment**

Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. *

- (●) ESF Diagnostic
- ( ) Locally Conducted Needs Assessment

IF Locally Conducted Needs Assessment- *

I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.

- ( ) Yes
- ( ) No
- (●) Not Applicable due to ESF Diagnostic

Stakeholder Engagement

Click for more information: **Stakeholder Engagement**

I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan? *

- (●) Yes
- ( ) No

I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting. *

- (●) Yes
- ( ) No

Date of Campus Community Meeting *

MM DD YYYY

10 / 24 / 2025

Student Outcome Goals

Click for more information: Student Outcome Goals Optional Goal Setting Resource. This information will be completed in the Student Outcome Goals Survey. Click **NEXT**.

School Improvement Strategy

Click for more information: School Improvement Strategy

Please select the **strategy or strategies** you will implement for this campus. *

- [ ] Improve Graduation Rate (Thomas Jefferson HS only)
- [x] Intensive Curriculum & Instruction Improvements (All Campus should select this area, except Thomas Jefferson HS.))
- [ ] Other: .....

Which, if any, **grants has your school system been awarded** to support this strategy? *

- ( ) Effective Schools Framework Focused Support Grant 24-26
- ( ) Learning Acceleration Support Opportunities (LASO)Grant 25-27 Instructional Leadership Pathways
- (•) Our school system has not been awarded a grant to support this strategy.

Which, if any, **grants has your school system applied for (or intends to apply for)** to support this strategy? *

- [x] School Improvement Curriculum and Instruction Support Grant
- [ ] 2024-2026 ESF Grant Awardee
- [ ] 2025-2027 LASO Grant Awardee
- [ ] None

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

- [ ] Big Rock Education Services (BRES)
- [ ] Engage2Learn
- [x] Region10:TIL
- [ ] Other: _____

How many district staff members will you be reporting capacity building information for? *

_____

ONLY Complete if your campus a ESF or LASO Grant Awardee. What are the **names and roles of district and campus staff members responsible** for capacity building, and **what percent of their role is dedicated to supporting implementation** of the school improvement strategy?

ONLY Complete if your campus a ESF or LASO Grant Awardee. 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).

Curriculum and Instruction

Click for more information: **Curriculum and Instruction**

Please select the adopted curriculum. *

- [x] Amplify Reading
- [ ] Carnegie Learning Math
- [x] Eureka Math
- [ ] Other:

Is this the curriculum that will be implemented for the duration of the plan? *

- (●) Yes
- ( ) No

If no-

What new curriculum will be adopted?

When will the district adopt the new curriculum?

How many instructional minutes per week are required/recommended for implementation of this curriculum? *

RLA = 600 minutes Math- 450 minutes

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes? *

RLA = 600 minutes Math- 450 minutes

Please describe the assessment plan for the impacted campus(es). *

i-Ready Diagnostic Assessments for reading and math- BOY, MOY, EOY
Standards Mastery Checks (district created)
Quarter 1 and 2
Quarter 3- STAAR Simulation
Regional assessments- administered every __
Formative assessments are teacher created in PLCs and are administered weekly

Will the campus implement a PLC structure? *

- (●) Yes
- ( ) No

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

By grade level and content

How frequently will PLCs occur? *

Weekly

Who will facilitate PLCs? *

Assistant Principal and Campus Instructional Leadership Team Members

Who is required to attend PLCs? *

All teachers

Please describe the PLC protocol to be used. *

Look back- reviewing formative assessment data, determining strengths and weaknesses in TEKS, plan for reteach

Look Forward- A focus on priority TEKS, learning around the TEKS using a Know/Show chart, reviewing STAAR released items, and applying this learning to the lesson from curriculum.

Capacity Building

Click for more information: **Capacity Building**

Campus principal name *

Shelley Baxter

Years of experience as a campus principal *

4

Campus principal turnaround experience (experience and track record in school turnaround moving a campus from failing to meet standards to meeting and/or exceeding standards). *

Moved campus from F rating in 2024 to B rating in 2025

Principal Manager (Executive Director) name *

Jesus Martinez

Years of experience as a Principal Manager (Executive Director) *

2

Principal Manager (Executive Director) turnaround experience (experience and track record in school turnaround moving a campus from failing to meet standards to meeting and/or exceeding standards). *

unknown

Total number of teachers *

53

% of teachers on the campus who: *

-have more than 2 years experience

48

% of teachers on the campus who: *

-are certified

19%

% of teachers on the campus who: *

-are TIA designated teachers

23%

Please describe your planned training/PD sessions (and who delivers and attends) for: *

–Principal manager (Executive Director)

–Principal

–Other campus admin (assistant principals, campus leaders)

–Teachers

Principal and Assistant Principals attended district PD training delivered by ED and District Leadership at least once a month. Principal, Assistant Principals, and CILT team provide staff PD at least 2 times a month - PD is based on campus needs that are determined by data and trends.

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

Inexperienced and/or ineffective teachers are provided training through their mentors and administrators monthly based on trends and data.

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 district has an established walkthrough tool aligned to the Get Better Faster framework. Action steps targeted management or rigor are provided.

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

All teachers receive observation and feedback at least once per month.

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

Special population teachers are supported at the District level and are provided training monthly.

Milestones

Click for more information: **Milestones** EXAMPLE: **Possible Instructional Leadership Grant Milestones**

Please share the key milestones for this strategy for **2025-2026** School Year: **Resource/Tool Deployment:** *

Observations for performance management utilize the LIFT Content Agnostic Observation tool.

In professional learning sessions, exemplars were provided-
Internalization protocol based on the structure of Bluebonnet Learning.
Observation and feedback systems aligned to Get Better Faster.

Please share the key milestones for this strategy for **2025-2026** School Year: **Capacity Building Efforts:** *

Professional learning was provided to principals covering the topics of PLCs (September 2025) and observation & feedback (November 2025).

Region 10 case manager provided coaching touchpoints that covered accountability goal setting, performance management, observation & feedback, and data analysis.

Campus administrators will attend RBIS training for both RLA and Math.

Please share the key milestones for this strategy for 2025-2026 School Year: Implementation Checkpoints *

-PLCs are in place weekly for all grade levels. This time is protected in the master schedule and is governed by an agenda.
-Instructional leaders have clear roles and responsibilities for PLCs.
-Instructional priorities like PLCs and Observation and Feedback are reflected on leader calendars- Principal, AP.
-Leaders observe and provide feedback to core content teachers at least once per two weeks.
-Leaders use district tools to monitor curriculum usage and effectiveness.
-Student and teacher data is reviewed in campus leadership team meetings.
-Campus administrators attend RBIS training at Region 10 for both RLA and Math.

Please share the key milestones for this strategy for **2025-2026** School Year: **Coaching Touchpoints:** *

-School Improvement Overview and Accountability Goal Setting (September 2025)
-Fall (non-prioritized) Performance Management (November/December 2025)
-Spring Performance Management (February/March 2026)
-Long Term Planning (for RBIS teacher training, instructional material protocols, and aligned feedback)- May/June 2026

Please share the key milestones for this strategy for **2025-2026** School Year: **Assessment Cycles:** *

Performance Management

Click for more information: **Performance Management**

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

Campus Improvement Team monitors school improvement metrics (student learning data, TIP milestones) weekly during leadership meetings.

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

Campus Improvement Team

Campus Leadership

Executive Director

DCSI

How frequently will progress toward milestones be reviewed? ****Recommended is every other week or more.* *

Progress will be monitored weekly during campus leadership team meetings.

How will milestone progress data be collected? *

Artifacts will be collected to assess progress-
-PLC agendas
-Leader roles and responsibilities for PLCs
-Leader calendars
-Observation and feedback trackers
-Walkthrough form
-Campus leadership team agenda
-Leader RBIS certificates

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

Progress data will be shared with Executive Director during principal check-ins/coaching

DCSI will share school improvement progress with the Superintendent and Cabinet leaders at least once per semester.

Resources

Click for more information: **Resources**

Please share the required costs to implement the plan and source of funds. (Grant Awardees input your Grant Quote for two-year span.) *

School improvement funds are provided to Region 10 that provides professional learning, principal coaching, performance management, and technical assistance.

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?

This strategy is not supported by an additional grant.

Additional Information

(Optional) Please share any additional information about your strategy that was not included in the prior sections. Please add all additional information to your campus shared Google Folder.

Student Outcome Goals Form

All campuses that have a TIP requirement must complete the Student Outcome Goals Form.
This is the last step in completing your Targeted Improvement Plan. Thank you for your participation.

All campuses that have a TIP requirement must complete the Student Outcome Goals Form. *
This is an individual form that must be completed for each campus with a TIP required. Allow 15-30 minutes to complete this task.

- (●) I have completed the Student Outcome Goals Form.
- ( ) I will complete the Student Outcome Goals Form.

This form was created inside of Dallas Independent School District.

Google Forms