Dallas Independent School District
007 Thomas Jefferson High School
2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Action-step Waterfall.pdf
Teacher-Performance-Rubric.pdf

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

October 29, 2026

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

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SI Strategy

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

Improve Graduation Rate

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

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Region 10, District Staff

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

3

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.

Dr. Sonia Loskot, Executive Director of Thomas Jefferson Feeder Pattern
Dr. Ryan Zysk, Regional VI Superintendent
Dayanna Kelly, Executive Director of School Improvement

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).

All three district leaders have experience in turn-around work in schools. Dr. Loskot has been over Thomas Jefferson for four years and will continue to help us be successful

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.

We will spend money to provide tutoring hours, TSI bootcamps, and Saturday schools to make sure all students are prepared for graduation.

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?

N/A

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

N/A

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

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)

Carnegie Learning 6-12 Texas Math Solution

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

270

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Teacher Created

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

270

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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

180

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	District Standard Mastery Check	District	Quarterly	The results will guide a reteach by the teachers and adjust the classroom walks by the CILT team and admin.

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

We have trackers to monitor student grades, attendance, CCMR, and TSI completion.

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

To support all student needs we will offer, tutoring, Saturday school, and inclusion support as required.

Will the campus implement a PLC structure?

Yes

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

Our PLCs are organized by content to occur horizontally by teams and vertically as a whole department.

How frequently will PLCs occur?

PLCs occur twice a week for all teachers to plan and review student data.

Who will facilitate PLCs?

The curriculum instructional leadership team and the administrators will facilitate all PLCs across the campus.

Who is required to attend PLCs?

All teachers are required to attend PLCs based on their content.

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

As a PLC teachers will use the Look Forward DISD Protocol and Look Back DISD Protocol to review student data and prepare lessons appropriately ahead of time.

Upload PLC agenda (optional):

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Grad Rate

Please describe the overall strategy to improve the graduation rate at this campus.

The Data controller and Registrar have worked to make sure all coding is correct and we are on track to only be accountable for the students in the building.

What student level data points will the campus track?

Leaver Codes
Attendance
Credits
CCMR
Testing

How frequently will student level data be reviewed and who will review the data?

Student data is reviewed weekly in PLCs by the teachers.

What training will campus staff or mentors receive?

The new front office staff members will be trained on leaver codes to make sure we are tracking all students who leave our campus to make sure they are not still connected to us for graduation.

What is the attendance rate at the campus?

93

What strategies will the district implement to improve student attendance?

Incentives for students to come to school. Community partners supporting initiatives.

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal	Campus Administrators and Data staff were traine don state leaver procedures, documentation, and protocols for dropout prevention, Ongoing calibration sessions and data review.	Campus Administrators and Data staff were trained on state leaver procedures, documentation, and protocols for dropout prevention, Ongoing calibration sessions and data review.	Department heads, CLT and data clerk

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

All leaders have at least 2 years in the role. Campus registrar is new to role in HS, has been trained multiple times and participates in continuous review.

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 front office will focus on reviewing the data for all students who are entering the school and withdrawing. Administrators and teachers will evaluate the level of teaching through weekly walks, focusing feedback through the waterfall.

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

Biweekly

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

Training for counselors and case managers on graduation requirements.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Check every leaver code.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Registrar

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

Students who have left TJHS have the correct code that no longer makes us accountable for them.

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

N/A

Milestone 2

Description – What specific action or deliverable will be completed?

We will track the students' attendance to make sure everyone has enough seat time to maintain credit.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

APs and Data Controller

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

We will be complete if students earn credit for their classes each semester.

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

N/A

Milestone 3

Description – What specific action or deliverable will be completed?

We will track students' credits toward graduation to make sure we have each student in the correct class for graduation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Counselors

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

This will be complete if each student can walk at graduation.

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

N/A

Milestone 4

Description – What specific action or deliverable will be completed?

We will track students' completion of all STAAR tests.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Counselors

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

We will be successful as students complete their STAAR tests with at least an approaches score.

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

N/A

Milestone 5

Description – What specific action or deliverable will be completed?

We will track each students' completion of a CCMR metric.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

APs and Counselors

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

We will be successful if every student earns a CCMR point before they graduate.

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

N/A

Milestone 6

Description – What specific action or deliverable will be completed?

Admin will provide professional development on observations and feedback

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

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

We will be successful if the professional development occurs and teachers grow from it.

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

N/A

Milestone 7

Description – What specific action or deliverable will be completed?

The Principal Manager will attend five side by side walkthroughs with campus leadership.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Dr. Loskot

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

We will be successful if Dr. Loskot walks with Dr. Meaker at least five times during the fall semester.

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

N/A

Milestone 8

Description – What specific action or deliverable will be completed?

The Campus Leadership Team (CLT) regularly meets (monthly or bi-weekly) to adjust teacher tiers based on observation and feedback cycles and has recorded actionable next steps for all involved (leadership team and teachers).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

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

We will be successful if the meetings occur and teachers grow from the actionable next steps involved.

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

N/A

Performance Management

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

We have trackers to monitor student grades, attendance, CCMR, and TSI completion.

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

The APs, CILT, Principal, and Counselors will be responsible for reviewing the data toward our goal.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

We have trackers to monitor student grades, attendance, CCMR, and TSI completion.

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

We have trackers to monitor student grades, attendance, CCMR, and TSI completion.

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	85
Meets Grade Level	55
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	55
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	55
Masters Grade Level	25

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

90

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

85

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

Yes

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

95

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

95

What was your CCMR percentage for your 2025 graduation class?

96

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

75

We did not have a 2025 graduating class

No

Additional Info

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

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Upload additional documents (optional):

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