

Dallas Independent School District

178 H.I. Holland Elementary School

At Lisbon

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.

[SL TEL_GBF Action-step Waterfall.pdf](#)
[2025-2026-Teacher-Performance-Rubric \(1\).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.

Intensive Curriculum & Instruction Improvements

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

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

15

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.

199-
211-

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?

Not grant funded

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

Our campus will leverage the expertise on staff to ensure the high priority grade-levels are staffed with those who have proven record of increasing student outcomes. We are also utilizing district personnel to provide intensive instructional support in RLA and Mathematics.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Eureka Math TEKS Edition

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?

600

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	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	iReady	District	BOY/MOY/EOY	To progress monitor student achievement goals as the year progress ensuring students are able to grow academically at least 1 year.
Other	Quarterly Standards Mastery Checks	District	Quarterly	Used to collect student learning data on concepts and standards that have been covered so far, with the assessments progressively increasing in length.
Other	Exit Tickets	Campus	Weekly	They are used to quickly assess what students learned, identify misconceptions or learning gaps, and use the results to plan reteaching, small-group instruction, enrichment, and future lessons.

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

Our campus monitors student growth through classroom content trackers, weekly student data walls, and a campus-wide exit-ticket tracker organized by teacher, content, and grade level.

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

Teachers and leaders analyze these data during PLCs and coaching sessions to celebrate progress, identify learning gaps, and plan timely reteaching, intervention, and enrichment. Our campus also engages students in daily targeted interventions to accelerate their academic growth.

Will the campus implement a PLC structure?

Yes

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?

Administrators, CILT members, Teacher Leaders

Who is required to attend PLCs?

Administrators and Teachers

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

Our campus PLC protocol centers on celebrating student growth, analyzing weekly exit-ticket results and student work, and engaging in standards-aligned lesson planning. Teachers rehearse high-leverage instructional practices, receive actionable feedback, and establish clear next steps for instruction, assessment, and ongoing data monitoring.

Upload PLC agenda (optional):

[HL 26.27 PLC Agenda \(1\).pdf](#)

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	High-Quality Tier 1 Instruction: Strengthen TEKS-aligned planning, rigorous instruction, checks for understanding, and alignment of daily exit tickets to end-of-year assessments.	Administration and CILT	All instructional Staff
Teacher	RLA Instruction: Build vocabulary through context clues; strengthen SCR/ECR responses using RACE/R/S; support controlling ideas and thesis statements with reasons and text evidence; and provide intentional grammar instruction.	Administration and CILT	All instructional Staff
Teacher	Mathematics Instruction: Strengthen numerical fluency and routines, apply the Read-Draw-Write problem-solving process, and deepen whole-number numeration.	Administration and CILT	All instructional Staff
Teacher	Capacity, Accountability, and Distributive Leadership: Develop teacher leaders through mentoring, coaching, PLC facilitation, shared decision-making, and ownership of campus priorities and outcomes.	Administration and CILT	All instructional Staff

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

Novice and developing teachers and leaders will receive differentiated professional development aligned with their individual growth areas, along with an experienced campus mentor. Ongoing coaching, modeling, feedback, and progress monitoring will strengthen pedagogical and leadership proficiency and promote continuous improvement.

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?

Surveys, Teacher Observations, and Student Data

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?

Teachers and administrators will receive targeted professional development aligned with campus needs, ongoing learning through PLCs, and mentorship from content experts. These supports will strengthen staff capacity to deliver differentiated, evidence-based instruction that effectively addresses the diverse needs of students in special populations.

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?

Complete the campus needs assessment and identify the prioritized root causes contributing to low performance.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, CIT, DCSI, Campus Leadership Team

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

Completed needs assessment, root-cause analysis and data summary

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

District data support and stakeholder input

Milestone 2

Description – What specific action or deliverable will be completed?

Develop and begin using a campus data tracker to monitor assessment results by grade, content area and student group.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, data lead, teachers and DCSI

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

Completed tracker, data-meeting agendas, trend graphs and intervention decisions

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

Assessment platform and district data support

Milestone 3

Description – What specific action or deliverable will be completed?

Conduct a midyear implementation review to evaluate milestone completion, instructional fidelity and progress toward student outcome goals.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, campus leadership team and district leaders

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

Midyear progress report, implementation data and documented corrective actions

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

District review meeting and data analysis

Milestone 4

Description – What specific action or deliverable will be completed?

Provide differentiated coaching and professional learning to teachers and administrators based on observation and student-performance data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, instructional coaches and district content specialists

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

Coaching logs, professional-learning records, follow-up observations and growth data

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

Content specialists and coaching resources

Milestone 5

Description – What specific action or deliverable will be completed?

Implement targeted interventions for students who have not demonstrated mastery, including students receiving special education and bilingual/ESL services.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Interventionists, teachers, special-program staff and administrators

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

Intervention rosters, schedules, progress-monitoring results and instructional adjustments

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

Intervention materials, staffing and specialized support

Milestone 6

Description – What specific action or deliverable will be completed?

Establish protected weekly PLC periods of at least 45 minutes for lesson internalization, lesson rehearsal and student-work analysis.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principals and instructional coaches

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

Master schedule, PLC calendar, agendas and completed PLC protocols

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

Master-scheduling and PLC facilitation support

Milestone 7

Description – What specific action or deliverable will be completed?

Finalize and communicate the campus's school-improvement strategy, implementation expectations and staff responsibilities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI and superintendent's designee

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

Approved TIP, implementation calendar, staff presentation and sign-in sheets

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

District school-improvement guidance

Milestone 8

Description – What specific action or deliverable will be completed?

Complete an end-of-year evaluation of the improvement strategy and develop recommendations for continuation, revision or expansion.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI and superintendent's designee

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

End-of-year evaluation, student outcome data, stakeholder feedback and 2027–2028 action plan

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

District evaluation and planning support

Performance Management

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

We will monitor the successful implementation of this plan during our daily debriefs, weekly Leadership Team meetings, and through shared campus-wide data trackers.

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

Administrators , CILT, and

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Data will be collected by teachers via Extended Exit tickets, iReady data, as well as informal data teachers collect from targeted interventions.

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

Data is analyzed from the 3rd, 6th, and 9th week assessments to monitor progress towards student achievement. It will be shared via campus trackers, campus instructional walks, SBDM and other parent 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	90
Meets Grade Level	60
Masters Grade Level	30

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

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	60
Masters Grade Level	30

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

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	60
Masters Grade Level	30

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

50

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

48

Did your school 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?

68

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

47

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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