Dallas Independent School District
062 Billy Earl Dade Middle 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.

2025-2026PEIAPEIRubric-vFinal.pdf
2025-2026-Teacher-Performance-Rubric.pdf
2026-2027-Spot-Form.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?

Texas Instructional Leadership

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

Texas Instructional Leadership

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

Engage2Learn, District Staff

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

4

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.

Carlotta Hooks ED 40%
LaTausha Simmons Principal 100%
Reneice Reed AP 100%
Dominique Frazier AP 100%

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).

ED Hooks 10 years
Principal Simmons 34 years
AP Frazier 10 years
AP Reed 5 years

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.

Our campus was awarded the Learning Acceleration Support Opportunities (LASO) Instructional Leadership Grant. This two-year grant will provide targeted professional learning, implementation support, and individualized coaching to strengthen the instructional leadership capacity of campus and district leaders. Support will focus on schoolwide culture and routines, instructional-materials internalization and alignment, observation and feedback practices, and data-driven instruction. The grant also includes leadership coaching, learning walks, professional development, and ongoing implementation support designed to improve classroom instruction and ensure students have consistent access to rigorous, grade-level learning experiences. The total cost of these services is $31,100.

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?

Our campus has been awarded the Learning Acceleration Support Opportunities (LASO) Grant to support this strategy. However, if grant funding had not been received or becomes unavailable, the district would continue to provide professional leadership development, technical assistance, and executive coaching through existing district resources. The campus principal and leadership team would receive ongoing support from the Regional Director, Executive Director, Principal Manager, District School Leadership, and the Office of School Improvement. These district leaders would assist with strategic planning, instructional leadership, progress monitoring, data analysis, observation and feedback practices, and the implementation of identified improvement strategies. This alternative plan would allow the campus to continue building leadership capacity and executing the strategy despite the absence of LASO funding.

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

The district will strategically redistribute talent and resources to provide support proportionate to the campus’s identified needs. The campus receives direct support from an Executive Principal, who provides coaching and guidance to strengthen the leadership team’s capacity, improve instructional practices, analyze performance data, and monitor the implementation of campus improvement strategies. These additional leadership resources will help ensure that the campus receives the targeted and sustained support necessary to accelerate student achievement and promote continuous improvement.

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

Carnegie Learning 6-12 Texas Math Solution

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

350

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

350

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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?

175

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)
Interim		District	Quarterly	Our campus utilizes the data to make informed instructional decisions and identify specific areas of student need. The data guides targeted reteaching opportunities, differentiated small-group instruction, intervention services, and tutoring. Campus leaders and teachers regularly monitor student progress and adjust instructional supports to ensure students receive timely, focused assistance.
Benchmark		District	BOY/MOY/ EOY	Our campus utilizes the data to make informed instructional decisions and identify specific areas of student need. The data guides targeted reteaching opportunities, differentiated small-group instruction, intervention services, and tutoring. Campus leaders and teachers regularly monitor student progress and adjust instructional supports to ensure students receive timely, focused assistance.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		District	Semester	Our campus utilizes the data to make informed instructional decisions and identify specific areas of student need. The data guides targeted reteaching opportunities, differentiated small-group instruction, intervention services, and tutoring. Campus leaders and teachers regularly monitor student progress and adjust instructional supports to ensure students receive timely, focused assistance.
Other	ACP	District	Semester	Our campus utilizes the data to make informed instructional decisions and identify specific areas of student need. The data guides targeted reteaching opportunities, differentiated small-group instruction, intervention services, and tutoring. Campus leaders and teachers regularly monitor student progress and adjust instructional supports to ensure students receive timely, focused assistance.

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

The campus uses the districtwide data-monitoring system to track student performance and growth across all district assessments. Assessment results are reviewed at the campus, grade, classroom, student-group, and individual-student levels to identify trends, instructional strengths, learning gaps, and students requiring additional support.

Teachers maintain student data trackers to document baseline performance, assessment results, targeted interventions, and progress toward established growth goals. Campus leaders and instructional teams regularly review these trackers during data meetings and professional learning communities to monitor progress, evaluate the effectiveness of instructional strategies and interventions, and determine appropriate next steps. Based on the findings, teachers adjust core instruction, reteaching, small-group instruction, intervention, and tutoring. District-provided resources and support are also used to address identified needs and ensure that every student's academic growth is continuously monitored.

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

The campus supports students performing below grade level and students in special populations through a targeted, tiered intervention system aligned with each student's identified academic needs.

In-Class Small-Group Instruction: Teachers provide differentiated, teacher-led small-group instruction during the regular instructional day. Instruction is designed to address specific skill gaps, reinforce prerequisite skills, and provide appropriate scaffolds, accommodations, and targeted support.

After-School Tutoring: Students receive focused, direct intervention after school to strengthen priority skills and provide additional learning time. Tutoring groups and instructional activities are aligned with students' individual needs and current areas of academic difficulty.

Data-Driven Progress Monitoring: Teachers and campus leaders regularly review assessment results and student data trackers to identify needs, monitor growth, and evaluate the effectiveness of interventions. The campus uses this information to adjust instructional strategies, small-group focus areas, intervention intensity, and tutoring participation.

Through this continuous cycle of assessment, intervention, and progress monitoring, the campus ensures that students below grade level and students in special populations receive timely, responsive, and individualized academic support.

Will the campus implement a PLC structure?

Yes

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

Content

How frequently will PLCs occur?

3-days a week

Who will facilitate PLCs?

Administrator & CILT

Who is required to attend PLCs?

All teachers

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

We discuss data from weekly exit tickets
We deconstruct the Tek
We plan lessons
We demonstrate those lessons

Upload PLC agenda (optional):

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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	Monthly PD sessions	Principal and district content departments	All teachers
Principal Manager	Monthly Principal meetings	ED Hooks	Principal
Teacher	Provide content and data training	CILT/ content leaders	All teachers based on content

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

Tier 1 teachers receive support from regional instructional facilitator
They receive support and additional planning time with AP

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?

Spot observation form
School walk through feedback form for coaching

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 receive ongoing, job-embedded professional learning, coaching, and collaborative planning support to strengthen their capacity to meet the needs of students in identified special populations. Training will focus on using disaggregated data to identify achievement gaps, plan targeted instruction, implement appropriate supports, and monitor the effectiveness of interventions.

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?

Student Engagement strategies and writing across all content

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

teachers and administration

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

Lesson slides (google)

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

PD
Feedback/coaching forms
Observations

Milestone 2

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?

August 2027 (EOY → BOY Year 2)

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 3

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?

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?

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 4

Description – What specific action or deliverable will be completed?

Train all instructional staff on the effective use and implementation of the campus's high-quality instructional materials.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, instructional coaches and district curriculum staff

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

Training agenda, attendance records, training materials and participant feedback

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

Curriculum specialists and HQIM training

Milestone 5

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?

August 2027 (EOY → BOY Year 2)

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 6

Description – What specific action or deliverable will be completed?

Develop and implement a teacher observation and feedback schedule based on teacher experience and demonstrated instructional needs.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

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?

Observation calendar, completed observation records, feedback notes and teacher action steps

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

Observation tool and leadership coaching

Milestone 7

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?

August 2027 (EOY → BOY Year 2)

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 8

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?

August 2027 (EOY → BOY Year 2)

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

Performance Management

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

District walk through forms
District cilt and Administration meetings

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

Executive Director
Principal
Assistant Principal
CILT Team

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Student work samples
District tracker
Data tracker
Feedback survey
Spot observation tracker

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

based on observations from Executive director
District tracker
Survey
Data tracker/Meeting
Share information with school leadership
Share information with school leadership team (AP/Cilt)

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?

63

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

100

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?

50

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

50

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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