



Dallas Independent School District

072 Dr. Frederick Douglass Todd Sr. 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.

[TEI Rubric Page.pdf](#)

[Copy of Get Better Faster Scope & Sequence WATERFALL - Copy.docx](#)

[Image 8-15-26 at 9.57 PM.png](#)

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

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

4

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 became 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?

Reallocate high performing teachers to address historical learning gaps. These high-performing staff will deliver high quality instruction to the students in the greatest need. Direct additional funding and instructional materials toward Tier 2 and Tier 3 interventions.

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)
Curriculum Based Assessment		Campus	Bi-Monthly	We use the assessments to improve instructional alignment, identify instructional gaps, ensure student mastery of the standards, and analyze data for effective planning and intervention strategies.
Other	iReady	District	BOY/MOY/EOY	We use the assessments to improve instructional alignment, identify instructional gaps, ensure student mastery of the standards, and analyze data for effective planning and intervention strategies. Additionally, we will determine whether students are on track to meeting or exceeding their growth targets.
Benchmark		District	Quarterly	We use the assessments to improve instructional alignment, identify instructional gaps, ensure student mastery of the standards, and analyze data for effective planning and intervention strategies.
Curriculum Based Assessment		Campus	Weekly	We use the assessments to improve instructional alignment, identify instructional gaps, ensure student mastery of the standards, and analyze data for effective planning and intervention strategies.

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

Teachers utilize customized Teacher Data Trackers to record and analyze student performance on weekly exit tickets and three-week interim assessments.

During weekly PLCs, teachers use these trackers to evaluate TEKS mastery, identify emerging student misconceptions, and immediately adjust daily instruction or schedule targeted Tier 2/3 interventions.

The campus leverages a District Assessment Simulator to analyze and track student performance data from quarterly district checkpoint exams.

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

Students performing below grade level receive small-group, skill-specific intervention embedded directly into the daily schedule and dedicated intervention blocks.

Co-teaching and inclusion models are leveraged alongside specialized small-group instruction to ensure accommodations, modifications, and IEP goals are met within Tier 1 and Tier 2 environments. EB students: Language acquisition strategies, structured academic discourse, and sheltered instruction techniques are integrated into core instruction to support both language development and content mastery.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by content area

How frequently will PLCs occur?

PLCs occur twice a week

Who will facilitate PLCs?

APs and CILT members facilitate PLCs

Who is required to attend PLCs?

All content teachers and inclusion teachers that support students in the content are required to participate in PLCs.

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

Please see attached

Upload PLC agenda (optional):

[Look Forward PLC Agenda_.docx](#)

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
Other Campus Admin (Assistant Principals, Instructional Coaches)	Building a Transparent Instructional Feedback Engine & Praise Systems	Admin and CILT	all teachers
Teacher	High-Impact Student Feedback Routines	Admin and CILT	all teaching staff

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

For novice teachers, we focus professional development on foundational classroom management, establish strong instructional routines, and lead structured TEKS unpacking during weekly PLCs. Provide weekly 1:1 observation and feedback loops featuring real-time coaching, direct modeling, and lesson script rehearsals before classroom delivery. Pair novice educators with high-performing, veteran peer mentors for co-planning opportunities, inter-visitations, and ongoing procedural support. For ineffective teachers, we establish individual, data-driven action plans that pinpoint specific instructional or operational deficits, such as low rigor, poor alignment, or weak check-for-understanding routines. Execute rapid observation-feedback loops alongside co-teaching and side-by-side coaching to demonstrate high-yield strategies in real time.

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?

We have constructed a classroom walkthrough tool with the look fors in mind. The focus is on task execution, student outcomes, and feedback.

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?

Supports include bimonthly check ins with district special education and ESL coordinators to ensure teachers and leaders are in alignment with program deliverables, deadlines, and instructional expectations and best practices.

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?

Conduct a midyear implementation review to evaluate milestone completion, instructional fidelity, and student growth progress toward CIP targets.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal , CIL Team, District Leaders

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

Midyear progress report, implementation data analysis, and documented action plans for correction

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

District review meeting facilitation and data analysis support

Milestone 2

Description – What specific action or deliverable will be completed?

Provide differentiated coaching and professional learning to teachers and administrators based on observation data and interim student performance metrics

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, Instructional Facilitators

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

Differentiated coaching logs, professional learning attendance records, follow-up observation notes, and growth data

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

content specialists and coaching resources

Milestone 3

Description – What specific action or deliverable will be completed?

launch Teacher Data Trackers and the District Assessment Simulator to monitor student assessment results by grade, content area, and special populations.

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, Core Content Teachers

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

Completed trackers, district simulator outputs, data-meeting agendas, trend graphs, and documented intervention decisions

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

Assessment platform access and district data team support

Milestone 4

Description – What specific action or deliverable will be completed?

Implement targeted Tier 2/3 MTSS interventions for students performing below grade level, including SPED and Emergent Bilingual populations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Reading Interventionist, Classroom Teachers, Special Program Staff, Campus Administrators

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

Intervention rosters, schedules, progress-monitoring data logs, and instructional adjustment records

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

Intervention materials, supplemental staffing, and specialized program support

Milestone 5

Description – What specific action or deliverable will be completed?

Complete an end-of-year evaluation of the improvement strategy and develop recommendations for strategy continuation, revision, or expansion for 2027–2028.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, SBDM

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

End-of-year evaluation document, STAAR/i-Ready outcome data summary, stakeholder feedback, and 2027–2028 action plan

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

District evaluation and strategic planning support

Milestone 6

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Admin, District Coordinator for School Improvement (DCSI), CILT

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

Completed needs assessment, root-cause analysis, and data summary document

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

District data support and stakeholder input

Milestone 7

Description – What specific action or deliverable will be completed?

Finalize and communicate the campus Targeted Improvement Plan (TIP) / CIP 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?

SBDM, Campus admin

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

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

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

District school-improvement guidance

Performance Management

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

Campus administrators and CILT conduct weekly classroom observations using standard rubrics to monitor TEKS alignment, HQIM fidelity, and fast-cycling feedback implementation. Leadership teams review weekly PLC agendas, TEKS unpacking documents, and Teacher Data Trackers to ensure weekly formatives and three-week interim assessments inform immediate instructional adjustments.

The District Coordinator for School Improvement (DCSI) and campus principal conduct bi-weekly status reviews to track completion of individual strategy milestones and address implementation bottlenecks. Every 3 to 6 weeks, district content specialists and campus teams review interim assessment data and MTSS progress-monitoring logs using the District Assessment Simulator. This tracks student growth trends across general and special populations against Domain 1 and Domain 2A targets.

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

Campus administrators, principal supervisor, DCSI

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Every 3 to 6 weeks, district content specialists and campus teams review interim assessment data and MTSS progress-monitoring logs using the District Assessment Simulator. This tracks student growth trends across general and special populations against Domain 1 and Domain 2A targets.

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

At the December/January checkpoint, district leadership and the Campus Intervention Team (CIT) execute a formal midyear review to measure fidelity of implementation and track overall movement toward student growth goals.

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	81
Meets Grade Level	50
Masters Grade Level	21

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

Performance Level	EOY Goal (%)
Approaches Grade Level	81
Meets Grade Level	43
Masters Grade Level	19

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

Performance Level	EOY Goal (%)
Approaches Grade Level	81
Meets Grade Level	50
Masters Grade Level	21

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

12

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

4

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?

10

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

5

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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