



Dallas Independent School District

305 Ebby Halliday Elementary 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.

[2026-2027 SPOT Observation Form.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.

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?

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.

Julie Singleton-Executive Director- 75%
Kristen Biedermann - Principal 100%
Sylvia Mondragon-Literacy Instructional Facilitator 50%
Marge Brooks- Math Instructional Facilitator 50%

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).

Julie Singleton-Executive Director-
Kristen Biedermann - Principal
Sylvia Mondragon-Literacy Instructional Facilitator-Years supporting high needs campuses
Marge Brooks- Math Instructional Facilitator Years supporting high needs campuses in the district

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?

By continuously monitoring student achievement and growth and adjusting level of support as needed.

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

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?

450

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?

600

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	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Weekly	We will utilize the results to plan for intervention, create tutoring groups etc.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	iReady inform results in reading and math will be utilized to group students for tutoring, intervention, or identify for SST/MTSS.

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

Student growth data will be tracked on a campus-created spreadsheet

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

We have 30 minutes of "learning acceleration block" time built into the schedule. In addition, students are selected for tutoring through HB 1416 as well as based on weekly assessment data. Continued monitoring and support, utilization of th MTSS/SST system for any students who need additional support.

Will the campus implement a PLC structure?

Yes

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

By grade level and content area.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Assistant principals, principals, district instructional facilitators

Who is required to attend PLCs?

All core content teachers in k-6, special education teachers also attend monthly and have their own PLCS Weekly

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

We use Paul Bambrick's PLC protocols for look forward and look back meetings.

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
Teacher	Monthly PD based on trends from observations and walkthroughs	Principal/ APs	Core content teachers

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

Novice or ineffective teachers will receive weekly lesson plan feedback, coaching in the moment, and do additional lesson rehearsals outside of PLC

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?

Classroom walkthrough tools-- weekly look fors aligned to PD calendar or based on observed trends.

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?

Special education staff from the district will support SPED teachers and admin with ongoing PD over compliance and service delivery. In addition, ongoing support for ELLs through campus based PD, support from bilingual and ESL department.

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?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, CILT, Teacher Leaders

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?

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 3

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 facilitator

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?

Continued facilitation support as well as coaching

Milestone 4

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?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principals and instructional facilitators

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 5

Description – What specific action or deliverable will be completed?

Develop and begin using a campus data tracker, student facing data trackers 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, APs, IFs, CILT

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?

Additional support with assessment/reteach/reassess cycles

Milestone 6

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, Assistant Principal, APs

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 7

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?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, IFs

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 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?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, CILT

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.

Create a tracker for milestones, check progress to milestones monthly in campus leadership team meeting.

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

Principal, assistant principals, CILT team

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Through assessment data, observations/walk throughs, campus based trackers.

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

Through access to observation trackers, check ins, campus visits, 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?

69

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?

84

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

63

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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