Dallas Independent School District
283 Esperanza Hope Medrano 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

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

2

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

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?

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	Quarterly	Our campus utilizes Skill Mastery Check 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 iReady 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.
STAAR Released Test	District	Semester	Our campus utilizes the STAAR Release Test data once a year 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.)?

PLCs by grade level and content

How frequently will PLCs occur?

PLCs are twice a week

Who will facilitate PLCs?

PLCs facilitated by Principal and Assistant Principal

Who is required to attend PLCs?

Teachers are required to attend PLCs

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

PLC Agenda
Celebrations
Norms
Content/Data
Student Exemplars
IPCs/Lesson Plans
Next Steps

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	Lesson Planning Tier 1 instruction Curriculum Alignment Behavior Management	Administrator	Campus Staff

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

New teacher meet with mentors and meet with administrators on a one on one basis

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?

Cornerstone
TEI Rubric
Region 6 Instructional look fors

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?

District Training
Special Education Specialists

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?

Implement the Amplify reading curriculum with fidelity across all classrooms, supported by ongoing monitoring, daily Learning Acceleration Blocks, and teacher development, to increase the percentage of students performing at grade level by at least 10% on the end-of-year I-Ready assessment.

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, Teacher

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

I Ready EOY

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

N/A

Milestone 2

Description – What specific action or deliverable will be completed?

Strengthen early literacy in grades K-5 by implementing a structured daily RTI/LAB schedule that integrates i-Ready intervention tools and culturally relevant instructional practices, alongside high-quality Tier 1 Amplify instruction, reading interventionist support, and writing initiatives. The focus will be on ensuring foundational reading skills, fluency, and instructional alignment across grade levels. The goal is to reduce reading deficiencies and increase TEKS proficiency in i-Ready assessments to 36% (First Grade) and 45% (Second Grade) by MOY, and 41% (First Grade) and 50% (Second Grade) by EOY.

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 Principal, Teacher

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

I Ready EOY

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.

IReady: beginning, middle, and end of year assessments
Standar Mastery Checks: Quarterly

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

Principal
Assistant Principal
Teachers

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Data Tracker

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

Shared data tracker

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	65
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	20

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

42

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?

42

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

42

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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