



Dallas Independent School District

108 Bayles 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.

[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?

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?

9

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.

\$18,000

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?

The projected cost will be covered by the school funding.

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

Using the Dallas ISD TEI Teacher Performance rating, our teachers will be moved to the greatest areas of needs at our school.

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?

450

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	Quarterly	Assess Quarterly TEKS Mastery. Results will be used to identify TEKS mastery, teachers needing additional support, students needing additional support, plan for daily instructional and students supports, and plan for additional after-school supports.
Interim	Campus	Weekly	Assess weekly TEKS Mastery for Math, Reading, and Science. Results will be used to identify TEKS mastery, teachers needing additional support, students needing additional support, plan for daily instructional and students supports, and plan for additional after-school supports.
Benchmark	District	Monthly	End of curriculum unit assessment to check for TEKS mastery. Results will be used to identify TEKS mastery, teachers needing additional support, students needing additional support, plan for daily instructional and students supports, and plan for additional student intervention.

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

District achievement and growth tracker for RLA, science, and math is used with the weekly assessment. Tracker focuses on the whole school results, content results, teacher results, sections results, and students results. This tracker will be used to identify TEKS mastery, teachers needing additional support, students needing additional support, plan for daily instructional and students supports, and plan for additional after-school supports.

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

The plan for student intervention below grade level and special populations is to know the exact gaps and through the Learning Acceleration Block in the master schedule, the teacher conducts small groups that focus on the specific instructional gaps. In addition, we are also providing after-school student intervention time to accelerate student growth.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content area.

How frequently will PLCs occur?

Weekly.

Who will facilitate PLCs?

Admin and the Campus Instructional Leadership team.

Who is required to attend PLCs?

All grade level content teachers.

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

Teachers are assigned high leverage problems that they
First, we look at our District IPC to identify next week's high leverage TEKS. Next, we deconstruct the TEKS first to understand the end mastery goal. After that, we identify the high leverage lesson, and practice to receive feedback from the grade level team.

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	District, Regional, and Feeder Pattern Professional Development sessions focused on instructional and operational best practices.	Dallas ISD School Leadership Personnel and Region 10 Staff	Miguel Campuzano
Other Campus Admin (Assistant Principals, Instructional Coaches)	District, Regional, and Feeder Pattern Campus Professional Development sessions focused on instructional and operational best practices.	Dallas ISD School Leadership Personnel and Region 10 Staff	Christopher Jenkins

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

The professional development for inexperienced teachers and/or ineffective teachers will be based on the specific Dallas ISD Teacher Performance Rubric indicators where they are needing help or being ineffective. In addition, these differentiated training, will be either conducted in small group or 1:1 sessions.

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 will be using the Dallas ISD Teacher Performance Rubric, our Campus Instructional Walk Look-for forms. The look fors for the Teacher Performance Rubric are based on Domain 2: Instructional Delivery (Alignment, Mastery, Delivery, Cognitive Demand) and Domain 3: Learning Environment (Procedures and Systems, Behavioral Expectations, and Climate and Culture). For our campus based look fors will be based on the specific component that the teacher is being training on.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Depending on teacher needs can be: Twice per week, weekly, or biweekly.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

For Administrators we receive training on IEP development and implementation to support students.

Teachers receive a training on IEP development and implementation to support students.

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?

Protect 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?

Artifacts: Teacher lesson plans, weekly assessment data, logged observations with feedback, and coaching plans.

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

Dallas ISD Teacher Performance Rubric, Campus look-fors, Data Accountability Training, Domain 1 and Domain 2A Data Tracker, Performance Improvement Plan, and students IEPs and BIPs, Master schedule, PLC calendar, agendas and completed PLC protocols.

Milestone 2

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 and Assistant Principal.

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

Observation and completed observation-feedback reports, coaching cycles, data reports, Observation calendar, and teacher action steps.

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

Dallas ISD Teacher Performance Rubric, Campus look-fors, Data Accountability Training, Domain 1 and Domain 2A Data Tracker, and Performance Improvement Plan.

Milestone 3

Description – What specific action or deliverable will be completed?

Develop, implement, and consistently use a campus student achievement and student progress 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, Assistant Principal, Teachers, and Campus Instructional Leadership Team members.

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

Completed tracker, data-meeting agendas, data trends and intervention decisions.

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

Dallas ISD Student Achievement and Student Progress data tracker.

Milestone 4

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?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Facilitators, Teachers, and Campus Instructional Leadership Team members.

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 5

Description – What specific action or deliverable will be completed?

Provide differentiated coaching and professional learning to teachers 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, Assistant Principal, Campus Instructional Leadership Team members, 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?

Professional Development resources

Milestone 6

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, 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?

Review meeting and data analysis

Milestone 7

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, District leaders, 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.

Campus will monitor the successful implementation of this plan by: Meeting at least 3 times per week to analyze data, discuss current implementation of coaching plans, establish new needs of support plans, establish and implement teacher coaching cycles, conducting teacher observations and following up with feedback sessions.

District will monitor the successful implementation of this plan by: Meeting with campus leaders to analyze data, discuss current coaching plans, establish new needs of support plans and coaching cycles, and conducting instructional walks with campus leaders feedback sessions.

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

District leaders and Campus leaders (Principal, Assistant Principal, Campus Instructional Leadership Team members, Counselor).

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

At least twice per week.

How will milestone progress data be collected?

Student data progress, Data meeting agendas, completed observation records, differentiated coaching cycles.

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

Milestone progress data is shared by meeting at least once per week with district leadership and sharing our campus data tracker, completed observation records, and instructional support adjustments.

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	75
Meets Grade Level	45
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	75
Meets Grade Level	45
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	75
Meets Grade Level	45
Masters Grade Level	20

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

100

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?

100

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

100

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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