# Dallas Independent School District
# 239 Arturo Salazar 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.

Melissa Clay Assistant Principal and Camilio Martinez Counselor,  ED Director Amaya

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 has 3-4 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 has received additional leadership capacity through the hiring of an additional assistant principal, allowing for more focused oversight of instruction, student support, campus operations, and progress monitoring. The campus also 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 | Salazar will use the Quality Student Mastery (QSM) assessment to identify TEK mastery and misconceptions, group students by instructional need, and plan targeted reteach and small-group instruction. Teachers can then reassess students to determine if the instructional response resulted in mastery. |

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

At Salazar, student growth data will be tracked and monitored through i-Ready, Learning Checks, QSM assessments, DOLs, and student work samples. Teachers and leadership will review data during PLCs and Data Look-Backs to identify trends, misconceptions, and individual student needs. Students will be grouped for targeted reteach and small-group instruction, with ongoing progress monitoring used to determine whether students are demonstrating growth and mastery.

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

At Salazar, students performing below grade level and students in special populations will receive **targeted small-group instruction, differentiated supports, and intervention based on individual student needs**. Teachers will use **Learning Checks, i-Ready, QSM assessments, DOLs, and student work** to identify skill gaps and misconceptions. Progress will be monitored regularly through PLCs and data cycles, and interventions will be adjusted based on student growth and mastery.

Will the campus implement a PLC structure?

Yes

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

Salazar conducts weekly vertical PLCs and Data Look-Backs to monitor student learning and strengthen Tier 1 instruction. Teachers analyze Learning Checks and student work, including samples from **2 high, 2 middle, and 2 low students**, to identify trends and misconceptions. Teams use the findings to plan **targeted reteach, small-group instruction, and instructional adjustments**, while also vertically aligning expectations and strategies across grade levels.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Principal Castillo and Assistant Principal Clay

Who is required to attend PLCs?

All teacher K-5th and Inclusion / Sped are required to attend

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

Salazar uses a **weekly PLC protocol focused on planning, rehearsal, and data analysis**. Teachers deconstruct the TEKS, review the learning objective and success criteria, analyze exemplars, and rehearse key portions of upcoming lessons. During Data Look-Backs, teams analyze Learning Check data and student work to identify trends and misconceptions, determine targeted reteach and small-group needs, and plan next instructional steps. The protocol emphasizes that **instructional decisions are supported by student work and evidence of learning**.

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 | At Salazar, professional development is differentiated by role and campus need. Teachers participate in PD focused on Tier 1 instruction, student discourse/ engagement, questioning, small-group instruction, RDW, data analysis, and effective feedback. Training is delivered by the principal, assistant principal, instructional coaches, and district/central staff as appropriate. Campus administrators and instructional leaders participate in district and network training and then support implementation through PLCs, coaching cycles, observations, and feedback. Special education, bilingual/ESL, and specialty staff attend role-specific district training in addition to relevant campus-wide PD. | Principal | All Content Teachers |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | At Salazar, professional development is differentiated by role and campus need. Teachers participate in PD focused on Tier 1 instruction, student discourse/ engagement, questioning, small-group instruction, RDW, data analysis, and effective feedback. Training is delivered by the principal, assistant principal, instructional coaches, and district/central staff as appropriate. Campus administrators and instructional leaders participate in district and network training and then support implementation through PLCs, coaching cycles, observations, and feedback. Special education, bilingual/ESL, and specialty staff attend role-specific district training in addition to relevant campus-wide PD. | Assistant Principal Clay | All Content Teachers |

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

Training will be differentiated through teacher tiers and individualized coaching cycles. Inexperienced and/or ineffective teachers will receive more frequent observations, modeling, rehearsal, actionable feedback, and targeted PD based on identified needs. Tier 3 teachers receive daily support, Tier 2 weekly support, and Tier 1 monthly support, with progress monitored through observations, student work, and student achievement data.

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?

Implementation will be monitored through SPOT observations, informal walkthroughs, coaching cycles, and the campus observation tracker. Look-fors will include alignment to the LO and success criteria, student engagement and discourse, questioning/CFUs, use of exemplars, monitoring and feedback, evidence of small-group/reteach, and whether students can demonstrate mastery of the lesson objective. Data from walkthroughs will be used to identify trends and determine future coaching and PD needs.

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 support focused on SPED, bilingual/ESL, TELPAS, accommodations, differentiation, and effective small-group instruction. Support will be provided through campus and district PD, PLCs, coaching, modeling, and data analysis to ensure teachers understand individual student needs, implement required supports, and monitor the progress of students in special populations.

## 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?

Establish campus PLC, Data Look-Back, and student work analysis protocols, including expectations for reviewing 2 high, 2 middle, and 2 low student samples.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Teachers

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

PLC agendas, Data Look-Backs, student work samples

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

PLC protocols, data trackers

**Milestone 2**

Description – What specific action or deliverable will be completed?

Complete BOY assessments and use i-Ready, Learning Checks, DOLs, and classroom data to identify students below grade level and establish intervention groups.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Admin, Intervention/SPED/Bilingual Staff

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

BOY data, student groups, intervention plans

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

Assessment data, i-Ready, planning support

**Milestone 3**

Description – What specific action or deliverable will be completed?

Implement differentiated coaching cycles and PD based on teacher tiers, with increased modeling, rehearsal, observations, and feedback for Tier 2/3 teachers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Instructional Leaders

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

Coaching logs, SPOTs, walkthrough data, PD artifacts

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

Coaching tools, exemplars, district PD

**Milestone 4**

Description – What specific action or deliverable will be completed?

Conduct a midyear implementation review to determine student growth, effectiveness of interventions, and instructional trends across classrooms 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, AP, Teachers

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

MOY data, Data Look-Backs, intervention progress, walkthrough trends

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

Data analysis support

**Milestone 5**

Description – What specific action or deliverable will be completed?

Adjust intervention groups, reteach plans, and small-group instruction based on MOY data and ongoing Learning Check/SMC results.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Admin, Intervention/SPED/Bilingual Staff

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

Updated groups, lesson plans, progress-monitoring data

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

PLC/coaching support, instructional resources

**Milestone 6**

Description – What specific action or deliverable will be completed?

Conduct a spring instructional review to verify implementation of Tier 1 strategies, differentiation, accommodations, student discourse, CFUs, and targeted small groups.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP

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

SPOT/walkthrough data, coaching feedback, student work

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

Observation tools and coaching

**Milestone 7**

Description – What specific action or deliverable will be completed?

Complete EOY Data Look-Back to evaluate student growth and intervention effectiveness, including outcomes for students below grade level and special populations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Teachers

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

EOY assessments, i-Ready growth, SMC/Learning Check data, student work

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

Data-analysis tools and PLC time

**Milestone 8**

Description – What specific action or deliverable will be completed?

Use 2026–27 student achievement and implementation data to identify instructional priorities and develop the 2027–28 PD, PLC, intervention, and coaching plan.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Instructional Leadership Team

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

2027–28 action plan, PD calendar, coaching priorities, intervention plan

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

District data/resources and leadership planning time

## Performance Management

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

District and campus leaders will monitor implementation through data reviews, PLC observations, walkthroughs, coaching cycles, and student work analysis. Learning Checks, SMC, i-Ready, and intervention data will be reviewed regularly to monitor student growth and adjust support as needed.

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

The principal and assistant principal will be responsible for reviewing progress toward milestones, with support from the Executive Director and district leadership during scheduled progress reviews.

How frequently will progress toward milestones be reviewed?

Per Semester

How will milestone progress data be collected?

Milestone progress data will be collected through PLC and Data Look-Back documentation, student work samples, walkthrough and SPOT data, coaching logs, and student achievement data from Learning Checks, SMC, i-Ready, and interventions.

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

Milestone progress will be shared with district leadership through scheduled progress reviews, data meetings, and campus updates. Relevant data and next steps will also be shared with staff during PLCs and campus 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 | 78 |
| Meets Grade Level | 51 |
| 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 | 80 |
| Meets Grade Level | 40 |
| Masters Grade Level | 23 |

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

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 79 |
| Meets Grade Level | 46 |
| Masters Grade Level | 25 |

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

73

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

40

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?

71

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

53

## 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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