Dallas Independent School District
180 B.H. Macon 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.

2025-2026-Teacher-Performance-Rubric.pdf
Spruce GBF Action Step_TEI Waterfall + TLAC.docx
2026-2027 SPOT Observation Form.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?

8

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?

We will ensure each class has a certified teacher in front of them. Also, we will ensure that our LAS works with our Tier 2 and Tier 3 students in Grades 2 and 3. We also have an Early Learning Specialist that works primarily with our 3rd grade as that is a priority area.

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)
Benchmark	District	Quarterly	The results will be used to target misconceptions, identify re-teach plan, implementation of the plan, small groups or re-teach, and weekly checkpoints to see growth from identified SE's.

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

Our campus does tri-weekly checkpoints and weekly exit tickets in Reading, Math, and Science. Teachers fill out their data sheets where they identify their Domain 1 and their Domain 2A. How many of our students are in APP, Meets, and Masters and have they met their growth goal.

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

In each teacher's schedule there is built in time for small group interventions to address misconceptions or students who need more support. Our special ed inclusion teachers push in classrooms for support and to ensure students are meeting their own goals, and we have a LAS (literacy acceleration specialist) that works with our Tier 2 and Tier 3 students in a pull out method.

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. PLC's are 50 minutes long.

How frequently will PLCs occur?

PLC's occur weekly.

Who will facilitate PLCs?

Administrator and CILT lead facilitates PLC's.

Who is required to attend PLCs?

All teachers, special ed inclusion teachers, and G/T teacher

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

PLC's are held weekly and every three weeks we have a LB PLC that focuses on data. Our PLC's are by grade level and content.

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	We have PD's once a month every Monday after school from 3:45pm-4:30pm. These PD's are either whole group or individualized to a grade level or a specific individual.	Administrator or CILT Lead	Teachers and at times Teacher Assistants

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

We have time set apart each Monday from 3:45pm-4:30pm to focus on individual staff members.

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 our google spreadsheet that we use for observations on what was observed, coaching actions that have been taken, next steps, praises and upgrades.

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?

Staff receive PD from our Special Ed Inclusion CILT teacher on supporting our in special populations, and we also have central district personnel come to our campus and train our teachers.

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?

Campus needs assessment and identify root causes

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Administrative Team

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

Root Cause Analysis, data to support the root causes, and completed campus needs assessment

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

I will reach out to the district for support if needed

Milestone 2

Description – What specific action or deliverable will be completed?

Communication to my staff over our CIP, expectations, and responsibilities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Administrative team

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

TIP approved, staff presentation with sign-in sheets along with notes

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

District support

Milestone 3

Description – What specific action or deliverable will be completed?

Content PD delivered to staff over our HQIM (Eureka and Amplify)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Administrative Team, IF's, CILT Leads

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

PD agenda, PD artifacts, and PD feedback with a survey

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

District Instructional Support

Milestone 4

Description – What specific action or deliverable will be completed?

Weekly PLC's for 45 minutes in both Reading and Math

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Administrative Team, CILT Leads

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

Lesson Internalization with Exemplars, rehearsals, analyzing student work sample, PD agenda, and PLC deliverables

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

District support- IF's

Milestone 5

Description – What specific action or deliverable will be completed?

Create and implement our teacher observation and feedback spreadsheet based on experience and 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, Administrative Team

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

Feedback and Observation spreadsheet with teacher tabs with observation dates and times, what was observed, feedback given, and teacher next action steps.

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

District IF support

Milestone 6

Description – What specific action or deliverable will be completed?

Create and implement campus data tracker to monitor our assessments by teacher, grade level, content, and student 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, Administrative team, CILT leads

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

Data tracker completed with updated data, PLC LB agendas, data sheets that show student achievement and growth.

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

District support with IF's

Milestone 7

Description – What specific action or deliverable will be completed?

Targeted interventions for students who have not yet met or mastered including our students groups- BIL and special education

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Administrative Team, CILT Leads, IF's

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

Small group rotations and schedule, student and teacher data tracking, instructional adjustments based off student data.

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

District support from IF's

Milestone 8

Description – What specific action or deliverable will be completed?

Conduct a mid-year evaluation over our implementation to review and see where we are in regards to instructional fidelity and progress towards our 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, Administrative Team, CILT Leads, IF's

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

Evaluation data, student achievement results and growth goals, documentation on actions taken with our teachers

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

District support with the IF's

Milestone 9

Description – What specific action or deliverable will be completed?

Provide differentiated coaching and PD to staff based off observations and student 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, Administrative Team, CILT leads

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

Observations and feedback spreadsheet, student data

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

District support from IF's

Performance Management

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

We will monitor the different milestones weekly as they come into implementation, observe, give feedback, model and give differentiated PD/coaching, follow up with the feedback and repeat this cycle.

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

Principal, Administrative Team, CILT leads and district leaders

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly

How will milestone progress data be collected?

Through our observations, assessments given, student work samples, PLC deliverables

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

Through district walks and 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?

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?

12

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

12

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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