



Dallas Independent School District

174 Geneva Heights 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](#)

[2026-2027-Spot-Form.pdf](#)

[SPOT Observation Feedback Card 26-27.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?

10

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.

Executive Director: Aaron Aguirre-Castillo; Principal: Israel Verver, Jr.; Assistant Principal: Becca Madden; SPED Lead: Emily Daudelin; Campust Instructional Leadership Team: Joanna Almaguer, Anna Whitehead, Elvira Torres, Kristina Chin, Salvador Rivas, Luis Baeza, Maribel Escalante. All at 100% as the team will work together to implement and monitor the changes required to continue the progress GH has made over the last 2 years.

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).

Campus leaders have worked in various campuses where student growth was the focus of school improvement. Monitoring individual student growth on a week to week basis and then holding data meetings following district assessments. Supports were created and implemented based on student needs. Also, there is experience moving whole content departments and focusing on the coaching and feedback cycle for teacher is contents where data indicated need for support of teachers to improve Tier 1 instuction, data tracking, and student progress.

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. Texas Education Agency

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?

Add FTEs; new assistant principal, reduce class sizes

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	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Exit Tickets	Campus	Daily	Monitor effectiveness of Tier 1 instruction; adjust next day's instruction to close gap identified in the data
Other	Power DOL/ Learning Checks	District	Weekly	Monitor effectiveness of Tier 1 instruction; adjust next day's instruction to close gap identified in the data; create small groups for intervention using results from the assessment
Curriculum Based Assessment		Campus	Monthly	Monitor effectiveness of Tier 1 instruction; adjust next day's instruction to close gap identified in the data; create small groups for intervention using results from the assessment
Other	iReady BOY/ MOY/EOY	District	BOY/MOY/ EOY	BOY establishes a baseline of student knowledge; MOY provides growth of the student at the end of the first semester; EOY determines growth over the entire year; create small groups for intervention using results from the assessment
STAAR Released Test		District	Semester	Monitor effectiveness of Tier 1 instruction; adjust next day's instruction to close gap identified in the data; create small groups for intervention using results from the assessment; adjust IPC for upcoming lessons and lesson cycles

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	STAAR	District	Semester	Measures a student's mastery of core subjects, including reading language arts, mathematics, science, and social

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

Weekly monitoring in PLC; Data meetings after District Standards Mastery Check; student monitor their own progress weekly in their journals

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

Tutoring before and after school, MTSS plans, HB1416, iReady, small group intervention,

Will the campus implement a PLC structure?

Yes

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

Pre K-2nd; Grade level
3rd-5th Vertical by content

How frequently will PLCs occur?

Weekly @ 80 minutes per week

Who will facilitate PLCs?

K-2: Team/CILT
3rd - 5th Reading: Assistant Principal
3rd-5th Math: Principal
Science: principal

Who is required to attend PLCs?

all teachers

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

PLC Agenda

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	State of the Campus, Campus Goals, Instructional Initiatives, Campus Discipline, Classroom management; CILT	Principal	Teaching Staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	Safety, Testing, Approaches to Teaching, Approaches to Learning, Data Breakdown, Leadership capacity building, Small groups, PLC, CILT	Assistant Principal, IB Coordinator, Counselor, Sped Lead CILT team	Staff

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

Calendared walk throughs and feedback, menor, PLV Pre Work, Veteran/CILT Teacher develop and lead training; Coaching Cycles;

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?

SPOT Forms; Spot Feedback; 1:1; Look Fors: alignment, CFU, rigor, data tracking, small group pairing, student task and activities, calandered meetings with new and/or ineffective teachers,

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

Biweekly

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

MTSS, tutoring, 1:1 conversations, student tracking of growth and achievement; small group, iReady

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 on-site needs assessment and root-cause analysis, identifying the student groups, grade levels, and standards contributing most to the Closing the Gaps score.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Campus Intervention Team; DCSI; Campus Leadership Team

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

Completed needs assessment; disaggregated data summary; root-cause analysis; meeting records

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

DCSI facilitation; access to STAAR, MAP, TELPAS, special education, and student-group data

Milestone 2

Description – What specific action or deliverable will be completed?

Finalize the campus assessment plan and individual student-growth tracker for RLA and mathematics.

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; Instructional Coaches; Data Lead

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

Assessment calendar; completed tracker; baseline student data

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

District assessment calendar; data-system access; training on student-growth monitoring

Milestone 3

Description – What specific action or deliverable will be completed?

Establish protected weekly PLCs of at least 45 minutes and implement a common protocol for lesson internalization, rehearsal, student-work analysis, and intervention planning.

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; Instructional Coaches; Teacher Leaders

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

Master schedule; PLC calendar; PLC protocol; completed agendas and artifacts

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

Protected planning time; PLC facilitator training; district curriculum support

Milestone 4

Description – What specific action or deliverable will be completed?

Tier teachers by instructional support needs and begin weekly or biweekly observation-and-feedback cycles.

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; Instructional Coaches

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

Teacher-support tiers; observation calendar; feedback records; documented coaching action steps

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

Observation-and-feedback tracker; calibration training; coaching support

Milestone 5

Description – What specific action or deliverable will be completed?

Complete the first formal implementation review and confirm that adopted materials, instructional minutes, PLCs, observations, and interventions are being implemented as designed.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; DCSI; Executive Director; Campus Leadership Team

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

Implementation rubric; walkthrough trends; milestone status report; corrective-action log

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

District review protocol; curriculum walkthrough support; performance-management coaching

Milestone 6

Description – What specific action or deliverable will be completed?

Analyze middle-of-year RLA and mathematics data by grade, standard, and student group; regroup students and revise intervention plans.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Interventionists; Special Education and Bilingual/ESL Staff

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

MOY data report; student regrouping records; updated intervention plans and schedules

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

Assessment reports; intervention resources; special-population support

Milestone 7

Description – What specific action or deliverable will be completed?

Demonstrate measurable improvement in instructional delivery and student mastery through observation trends, common assessments, and student-work evidence.

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; Instructional Coaches; PLC Teams

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

Observation trend graphs; common-assessment results; student-work samples; coaching records

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

District content specialists; coaching calibration; reteach and enrichment resources

Milestone 8

Description – What specific action or deliverable will be completed?

Complete the end-of-year performance review, determine progress toward STAAR and Closing the Gaps goals, and identify unmet milestones requiring summer action.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; DCSI; Campus Leadership Team

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

EOY data summary; milestone status report; improvement reflection; summer action plan

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

A-F Estimator support; district data analysis; summer planning time

Milestone 9

Description – What specific action or deliverable will be completed?

Institutionalize successful practices in the 2027-28 master schedule, professional-learning plan, staffing assignments, intervention structure, and campus improvement plan.

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; District Departments

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

Approved master schedule; professional-learning calendar; staffing plan; intervention plan; revised CIP

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

District staffing and scheduling support; professional-development resources; budget alignment

Performance Management

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

PLC, data Meetings, Weekly Checks, assessment results, small group rotations and bconfiguration, student placement

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

Principal; Teachers; Interventionists; Special Education and Bilingual/ESL Staff

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Spreadsheet, PLC discussion, Data meetings

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

Data is automaticaally tracked by district for quarterly test, weekly data through Spreadsheet provided and created by Districy

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?

78

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

50

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?

78

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

80

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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