Dallas Independent School District

115 Harrell Budd Elementary School

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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 TAP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

TEI Feedback Action Step Waterfall.pdf
TEACHER PERFORMANCE RUBRIC.pdf
TEI-Guidebook.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, 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 Turnaround 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.104, 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.103 and §39A.104, 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:

November 19, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

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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.

Closure/Reassign

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.

Other, Region 10, District Staff

Please specify the other organization:

District Support

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

25

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.

Pertricee Traylor: Principal 100%
Assistant Principal Rubinna Sanchez 100%
Executive Director

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).

Region 10 Specialist and Dallas ISD School improvement office in collaboration with the campus administrative team and regional leadership. Campus and Regional teams are all veteran administrators.

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.

Dallas ISD allocated funding sources per district protocols.

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?

We will have district support from the office of School Improvement in Dallas ISD

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

District Coordinator for School improvement will work in collaboration with the campus and staffing for the campus to support turnaround for talent and resources.

Closure/Reassign

Will students remain enrolled in this campus through the end of the 26-27 School Year?

Yes

What will happen to the facility once the campus is closed?

Other

Please describe the other facility disposition:

Unknown

What is the total student population currently enrolled at the closing campus?

314

Please indicate the number of campuses that will be assigned students from the closing campus. A receiving campus is any campus enrolling students reassigned from the closing campus.

2

Please provide the required information regarding the campus(es) receiving students from the closed campus:

Instructions: Below, provide the most current data available for the campus(es) receiving reassigned students from the closing campus. This section will be repeated for the number of campuses receiving students, indicated in the previous question.

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	Faculty and Staff ongoing every Thursday, (non-holidays) regularly assigned school days.	Principal and District Level School Leadership	Faculty and Staff
Principal Manager	Support facilitation a professional development	Principal and Assistant Principal	ALL Faculty and Staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	Faculty and Staff ongoing every Thursday, (non-holidays) regularly assigned school days.	Assistant Principal	All Faculty

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

Trainings will be scaffolded for teachers by grade level groups Pk- 2nd and 3-6th grade. Campus personnel will continue to work in collaboration with dual language, early learning, special services, regional facilitators and leadership to continue to coach in the moment and provide prescriptive and strategic instructional coaching and feedback

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?

TEI Rubric, Cornerstone, Student focus groups, Checks for Understanding, Cognitive Demand, Academic Rigor, Learning Lab Instructional Blocks.

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?

Implementation of IEP, Special Services training, Dual Language Training and In the moment coaching and Feedback from administrators, Instructional Facilitators and Administrators.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Implement Updated PLC protocols with teacher leadership supporting data driven professional development.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Instructional and Administrators

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

Effective, timely and consistent PLCs with utilization of Bambrick and DuFour PLC frameworks. Teachers having prepared exemplars and unpacked standards

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

Use of Bambrick Waterfall and Dufour PLC framework manual. PLC room, teacher level and student level data, support from instructional facilitators. Technology for teachers and students.

Milestone 2

Description – What specific action or deliverable will be completed?

RBIS Research Based instructional strategies.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers

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

Prepared and preplanned Tier 1 instruction that supports students moving towards mastery. Data - Students demonstrating mastery of standards.

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

PLCs, Weekly Thursday Professional Development , Instructional Facilitator support, technology for teachers and students.

Milestone 3

Description – What specific action or deliverable will be completed?

PD- Differentiated

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 coaches, campus instructional leadership team, and designated teacher leaders.

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

Professional development calendar and agendas, teacher needs-assessment results, attendance records, session materials, coaching logs, teacher feedback surveys, classroom walkthrough data, and evidence that teachers are implementing the strategies presented.

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

District-approved professional learning resources, student achievement and walkthrough data, instructional coaching support, protected collaboration time, content-specific training, technology tools, and funding for materials or external facilitators when needed.

Milestone 4

Description – What specific action or deliverable will be completed?

Leadership Development Coaching- E2L coaching sessions focused on strengthening instructional leadership, strategic planning, staff development, effective communication, and campus systems. Apply coaching feedback to identified leadership goals and campus priorities.

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, E2L leadership coach, and district or network leadership support staff.

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

Leadership goals, coaching agendas, reflection notes, action plans, progress-monitoring documents, leadership team meeting artifacts, and evidence of improved campus systems and leadership practices.

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

Regular E2L coaching sessions, leadership-development resources, campus performance data, feedback from district leaders, protected reflection and planning time, and opportunities to observe effective leadership practices.

Milestone 5

Description – What specific action or deliverable will be completed?

Effective Systems: DDI/ Student Outcome Goals. Implement a consistent Data-Driven Instruction (DDI) cycle to analyze student performance, establish measurable student outcome goals, identify instructional gaps, plan reteaching, and monitor progress toward campus targets.

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 coaches, grade-level and content teams, teachers, interventionists, and the campus instructional leadership team.

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

Student outcome goals, assessment data, DDI meeting agendas and minutes, data-analysis protocols, reteach plans, student work samples, progress-monitoring trackers, and documented growth on formative and summative assessments.

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

Training on the DDI process, access to assessment platforms and student data, data-analysis templates, protected PLC time, coaching on reteaching and reassessment, and support with creating measurable student outcome goals.

Milestone 6

Description – What specific action or deliverable will be completed?

Curriculum Implementation - Amplify, Eureka, & Ensure consistent, standards-aligned implementation of Amplify, Eureka, and Carnegie curricula through collaborative planning, lesson internalization, classroom observations, instructional coaching, and monitoring of student progress.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coaches, teachers, and district content specialists.

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

Lesson plans, lesson-internalization documents, PLC agendas, classroom observation data, student work samples, curriculum-embedded assessment results, coaching logs, and evidence of appropriate curriculum use during instruction.

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

Curriculum-specific professional development, teacher and student materials, planning resources, access to digital platforms, protected collaborative-planning time, model lessons, instructional coaching, and district content-specialist support.

Milestone 7

Description – What specific action or deliverable will be completed?

Spot Observation and Feedback Cycle - Implement a consistent spot-observation and feedback cycle that provides teachers with timely, specific, and actionable feedback aligned with campus instructional priorities and individual teacher-development 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, assistant principal, instructional coaches, appraisers, and other designated members of the campus instructional leadership team.

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

Observation schedules, completed observation forms, written feedback, coaching notes, teacher action steps, follow-up observation data, and documented improvement in targeted instructional practices.

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

Observer calibration training, a common observation tool or rubric, feedback protocols, protected time for classroom visits and conferences, coaching support, and a system for tracking observations and follow-up actions.

Milestone 8

Description – What specific action or deliverable will be completed?

Implement a comprehensive MTSS and tutoring system that uses multiple data sources to identify students requiring additional academic or behavioral support, assigns targeted interventions, monitors progress, and adjusts support based on student response.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, MTSS coordinator, counselors, instructional coaches, classroom teachers, interventionists, tutors, special-program staff, and the student support team.

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

MTSS meeting agendas and records, student intervention plans, tutoring rosters, attendance records, progress-monitoring data, intervention logs, parent communication, student work samples, and evidence of student growth or documented adjustments to intervention

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

MTSS training, research-based intervention programs, diagnostic and progress-monitoring tools, tutoring materials, protected intervention time, staffing support, data-management systems, collaboration time, and guidance from district academic and student-support teams.

Milestone 9

Description – What specific action or deliverable will be completed?

Conduct a midyear 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?

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

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?

Support from the instructional specialist, campus and regional leadership support. Teacher resources and curriculum

Milestone 10

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?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI 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?

Regional Support and campus-based self monitoring

Milestone 11

Description – What specific action or deliverable will be completed?

Revise the turnaround implementation plan using Year One achievement, implementation and stakeholder data.

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 and district leadership

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

Revised implementation plan and data summary

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

Updated plan with expected outcomes, action plan for next steps, resources in teachers and staff to support progress and identifying the what and the how.

Milestone 12

Description – What specific action or deliverable will be completed?

Conduct semester reviews of student-group performance and address gaps affecting special education, emergent bilingual and other identified populations.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, special-program staff, data lead and DCSI

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

Disaggregated data, gap analysis and revised support plans

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

District special-program support

Milestone 13

Description – What specific action or deliverable will be completed?

Conduct semester reviews of student-group performance and address gaps affecting special education, emergent bilingual and other identified populations.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, special-program staff, data lead and DCSI

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

Disaggregated data, gap analysis and revised support plans

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

District and regional Emerging Bilingual , Special Services, at risk parent and community engagement support

Milestone 14

Description – What specific action or deliverable will be completed?

Evaluate whether the turnaround strategy has placed the campus on track to earn a C or better or exit federal identification.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Staff , DCSI and principal

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

Accountability projections, student outcome results and strategy evaluation

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

Campus and Regional check-ins, Instructional Facilitators, Monthly and Quarterly data tracking and progress, funds and resources for after, during and saturday school implementation

Milestone 15

Description – What specific action or deliverable will be completed?

Increase the percentage of classrooms demonstrating strong instructional delivery and faithful HQIM implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY 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?

Monthly observation trends, walkthrough data and coaching records

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

Teacher training ongoing, formative assessment tools for students, Instructional Facilitators, Administrative Leadership - Campus and Regional

Milestone 16

Description – What specific action or deliverable will be completed?

Complete staffing adjustments and assign differentiated support to new, inexperienced, uncertified or underperforming staff.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, human capital management and district leadership

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

Staffing roster, support assignments and coaching calendar

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

Human capital management, Regional Support and Campus Master Scheduling

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 scheduled leadership meetings, data reviews, PLC observations, classroom spot observations, coaching sessions, curriculum-implementation checks, and reviews of MTSS and tutoring documentation. Leaders will compare evidence of implementation and student performance data with established milestones, identify areas requiring additional support, and document follow-up actions.

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

The principal will lead the progress-review process in collaboration with the assistant principal, instructional coaches, campus instructional leadership team, MTSS coordinator, teacher leaders, E2L leadership coach, and appropriate district or network leaders.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Quarterly

How will milestone progress data be collected?

Classroom spot-observation and feedback records

Coaching logs and leadership-development reflections

PLC agendas, minutes, and lesson-internalization documents

Curriculum-implementation monitoring tools

Common, formative, and summative assessment results

DDI protocols, reteach plans, and student outcome trackers

MTSS plans, intervention logs, tutoring rosters, and attendance records

Student work samples and progress-monitoring results

Teacher feedback and professional-development participation records

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

Progress data will be summarized through campus dashboards, milestone trackers, leadership reports, and meeting presentations. Updates will be shared with district leadership during scheduled coaching, network, and progress-monitoring meetings. Relevant findings and next steps will also be communicated to the campus instructional leadership team, teachers, staff, families, and other stakeholders through PLCs, faculty meetings, data conferences, newsletters, and parent communication, as appropriate.

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	55
Masters Grade Level	15

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	45
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	15

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

67

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

75

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	55
Masters Grade Level	20

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	50
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	20

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

41

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

75

Will this campus 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?

67

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

75

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

75

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

75

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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