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:

Harrell Budd Survey Results.pdf

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.

Region 10, District Staff

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

8

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%
Rubinna Sanchez: Assistant Principal 100%
Dwain Simmons: Executive Director 40%
Alex Bonet Math IF 40%
Antoinette Lewis Reading IF 40%
Literacy Acceleration Specialists Abril Toral 100%
Early Learning Specialist Maricela Nelson 50%
Early Learning Specialist Taria Sharp 50%

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).

Principal Pertricee Traylor leads this turnaround model, bringing 26 years in education and 20 years dedicated to turnaround leadership across vital administrative roles as an instructional coach, assistant principal, and principal. Her extensive experience leading from both the assistant principal and principal seats establishes the daily instructional coaching, data-driven culture, and operational stability required to lift struggling campuses out of improvement-required status. Partnering with campus administrative leadership, Rubinna Sanchez adds 13 years in administration, anchored by an eight-year turnaround tenure as principal of Julius Dorsey Elementary. Providing systemic district oversight, Executive Director Dwain Simmons contributes 28 years in education, having led campus turnarounds as principal of John Leslie Patton Jr. Academic Center High School and L.G. Pinkston High School, as well as directing comprehensive turnaround initiatives across Franklin D. Roosevelt High School, Cedar Crest Elementary, and John Neely Bryan Elementary.

At the campus instructional level, Instructional Facilitators drive immediate academic gains by strengthening teacher capacity and addressing critical achievement gaps in core content areas. Alex Bonet brings 13 years of dedicated turnaround campus experience as a Math Instructional Facilitator, focusing on standard-aligned task design, diagnostic remediation, and rigorous pacing to accelerate campus-wide numeracy proficiencies. In parallel, Reading Instructional Facilitator Antoinette Lewis applies six years of turnaround campus experience to implement targeted reading intervention protocols, unpack state literacy standards, and coach educators on high-impact comprehension strategies that move struggling scholars toward grade-level mastery.

Rounding out the instructional supports, intervention specialists focus on early childhood foundations and rapid literacy recovery to ensure continuous, sustainable academic gains. Literacy Acceleration Specialist Abril Toral leads intensive, high-dosage reading interventions designed to close significant learning deficits for scholars performing below grade level before they compound in later grades. Simultaneously, Early Learning Specialists Maricela Nelson and Taria Sharp target foundational literacy, phonemic awareness, and early numeracy across the primary grades, solidifying Tier 1 classroom instruction to eliminate early achievement gaps and sustain long-term schoolwide performance.

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.

Professional Development (Training of Staff): Increasing Content Knowledge, Pedagogy
Estimated Cost: $10,000
Funding Source: 199/211

Professional Learning Extension: Planning Emphasizing Lesson Alignment, Effective Lesson Delivery, and Lesson Rehearsal
Estimated Cost: $3,000
Funding Source: 199/211

Tutoring (AM/PM/ Saturday School): Targeted Student Groups
Estimated Cost: $5,000
Funding Source: 199/211

Moving Services
$75,000
Estimated cost for packing and moving classrooms to new campus
Bond
3 Storage Containers
$11,550
Additional storage has been needed in all previous consolidations
Bond
Interior Painting
$185,000
This scope will paint hallways, classrooms, and the main office
Bond
Graphics install at campus
$25,000
The install of graphics will match the branding of the consolidated campus
Bond
Additional Serving Line (pending assessment)
$125,000
Projected meals would increase from 300 to 700
Bond
Preventative Maintenance of campus HVAC system and equipment
$25,000
With the expanded use of the campus, we will perfrom preventative maintenace on all mechanical equipment
General Operating
Preventative Maintenance of campus Plumbing system and equipment
$12,000
With the expanded use of the campus, we will perfrom preventative maintenace on all plumbing equipment
General Operating
Bottle Fillers X4
$8,000

We have added bottle fillers to consolidated campuses in the past as an overall building improvement
Bond
Playground Installation
$175,000
We propose to add a larger playground with mulch to handle the larger student population
Bond - Playground Funds
Wrought Iron Fence
$271,000
This safety upgrade is already in the procurement process
Bond - Safety and Security
Furniture & Equipment (FFE)
$125,000
Any furniture or equipment necessary to accommodate both schools.
Bond
Exterior Wayfinding Signage
$10,000
Any signage needed as new parents/staff/students navigate "new" campus
Bond

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The strategy is not contingent on grant funding. The District will allocate, 199 General operating funds and 211 Title I funds, to support school improvement strategies at Budd Elementary.

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

The number of teachers needed at each receiving campus will be determined during the 27-28 Spring Budget process. HCM will work with School Leadership on teacher assignments. All teachers will have a teaching assignment in the district based on attrition needs.

The District has assigned instructional support staff with strong content knowledge who are aligned to the needs and demands of the campus. Current Principal has turnaround Principalship experience, the Assistant Principal has turnaround experience and is bilingual to support the needs of emergent bilingual students. Currently assigned Instructional Facilitators, Math and Reading, have strong content knowledge and assist with Professional Learning Communities and coaching teachers based on tiers and needs. Literacy Acceleration Specialists and Early Learning staff are also assigned to provide differentiated supports and training for teachers serving targeted student groups and grade levels. (Emergent Bilinguals, grades 2-3).

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?

Campus facility will be used for educational purposes but will not serve at least one of the current grade levels served on the current campus

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.

Receiving Campus 1

Campus Name

John Neely Bryan Elementary

CDCN (include leading zeros, e.g. 002354675)

057905114

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

93

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

30

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

0

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Eureka Math TEKS Edition

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses utilize Eureka Math TEKS Edition and allocate 90 minutes daily for mathematics instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the mathematics instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 90 minutes of mathematics instruction are delivered daily.

Adopted curriculum: K-5 RLA

Amplify Texas Elementary Literacy Program

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses utilize the Amplify Texas Elementary Literacy Program and allocate 120 minutes daily for literacy instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the literacy instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 120 minutes of literacy instruction are delivered daily.

Adopted curriculum: 6-8 Math

Carnegie Learning 6-12 Texas Math Solution

Is this the 6-8 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses serving grades 6–8 utilize Carnegie Learning Texas Math Solution and allocate 90 minutes daily for mathematics instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the mathematics instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 90 minutes of mathematics instruction are delivered daily.

Adopted curriculum: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the 6-8 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses utilize the Amplify Texas Literacy Program, Grades 6-8, and allocate 120 minutes daily for literacy instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the literacy instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 120 minutes of literacy instruction are delivered daily.

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

n/a

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Weekly	Determine reteach plan for low performing TEKS from weekly instruction.
Benchmark		District	Quarterly	Identify learning gaps in student groups and performance bands, plan reteach. Analyze gap to goal progress on STARR targets.
STAAR Released Test		District	Semester	Simulate individual student performance on STAAR, plan band specific personalized STAAR countdown plans.
Other	iReady BOY-MOY-EOY	District	BOY/MOY/EOY	Measure "On Grade Level" progress and fluency in reading and math.

Please describe the Observation and Feedback Protocol at this receiving campus.

At John Neely Bryan Elementary, the observation and feedback protocol aligns with Dallas ISD expectations to provide timely, bite-sized, actionable coaching and feedback using Paul Bambrick-Santoyo's Get Better Faster framework. Administrators conduct at least six formal SPOT observations annually per teacher, debriefing within 24 to 48 hours via feedback conferences where leaders guide teachers to identify one high-leverage action step, diagnose the gap, rehearse the strategy, and schedule a follow-up observation.

Bryan leadership increases informal observations for Tier II, Tier III, novice, and new teachers to accelerate growth. Formal SPOTs are logged in the district's Teacher Excellence Initiative (TEI) tracker, which district leaders use to coach administrators on feedback quality, rubric alignment, and student achievement congruence. Additionally, administrators conduct weekly calibration walks to ensure evaluative consistency and address cross-grade instructional trends.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

District and campus leaders build instructional leadership capacity through a tiered learning structure anchored in three priorities: Student Achievement, Quality of Instruction, and Culture and Climate. District leaders train Executive Directors to calibrate observation rubrics and align feeder-pattern goals. Principals and assistant principals attend monthly district, regional, and feeder-pattern meetings targeting instructional coaching. Campus Instructional Leadership Teams receive quarterly training to guide Professional Learning Communities and data-driven planning. For teachers, leaders provide mandatory professional development and supplemental modules tailored to individual needs. Leadership monitors implementation by triangulating classroom observations with quarterly benchmark data to identify instructional gaps. Based on these findings, leaders differentiate support, revising meeting agendas and deploying targeted coaching and resources to address specific student needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Campus, Feeder Pattern, and Region will facilitate Professional Development hosted by district departments so high leverage strategies can be implemented to support campus special populations - Emergent Bilingual and Special ED. Possible Topics: TELPAS, Vocabulary Acquisition, Strategies to Support Struggling Learners.
Campus data will be used to determine staffing allocations and additional supports based on enrollment and student needs during Spring Budget Meetings (Spring 2027), and Fall Leveling (Fall 2027).

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

Bryan PLCs are organized by Content and Grade Level: PLCs are organized by subject area (Reading PLC and Math PLC) for Grades 3–6 on a Weekly Three-Day Cadence:

Tuesday (Prepare / Pre-Work Day): Teachers complete independent preparation, such as unpacking the TEKS/completing Know-Show charts, identifying vocabulary, anticipating student misconceptions, preparing STAAR-aligned questions, and analyzing exemplars.

Wednesday (Collaborate): Teachers engage in collaborative subject-specific PLC sessions from 3:45 PM to 5:30 PM.

Thursday (Differentiated PLC/PD): Teachers choose differentiated pathways based on individual and campus/grade-level needs: Rehearsal, Targeted PD, Side-by-Side Coaching, or Structured Planning Time.

How frequently will PLCs occur?

PLCs occur weekly, following the Tuesday–Thursday cycle (Tuesday preparation, Wednesday collaboration meeting, and Thursday differentiated follow-up).

Who will facilitate PLCs?

Campus Instructional Leadership Team will facilitate PLCs, leaders include:
Principal
Assistant Principal
CILT Leaders (Content Lead Teachers)

Who is required to attend PLCs?

All teachers are required to plan and attend PLCs.
Teachers in Grades 3–6 Reading, Math, and STAAR assessed contents such as Science 5 are priority, are expected to complete the pre-work, bring required instructional materials, sign the attendance sheet, and participate collaboratively in PLC sessions. Campus administrators are also required to attend. If they are not facilitating PLC, they are expected to observe PLC, provide feedback to the facilitator, and push conversations to ensure students are successful learning.

Please describe the PLC protocol used at this campus.

Bryan's "GLOW LAB" PLC Protocol is a collaborative framework driving instructional alignment and rigorous, student-specific delivery. Prior to PLC, teachers complete pre-work: analyzing data celebrations with student work, reviewing planning calendars and student expectations, deconstructing priority TEKS, annotating exemplars, and preselecting a lesson segment to rehearse. Teachers bring teacher guides, lesson materials, exemplars, student work, and laptops.

The PLC opens with 1 minute for norms and 2 minutes for weekly glows and grows. The team spends 10 minutes on learning objectives, success criteria, and student expectations. The next 10 minutes focus on exit tickets and assessments, prioritizing STAAR-aligned checks for understanding, misconceptions, and look-fors. The core is a 20-minute exemplar sparring, customization, and practice block where participants rehearse distinct lesson parts to calibrate delivery. The PLC concludes with 2 minutes for closure and next steps.

PLC Agenda Upload

Bryan PLC Agenda and Protocol.pdf

Receiving Campus 2

Campus Name

Cedar Crest Elementary

CDCN (include leading zeros, e.g. 002354675)

057905163

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

42

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

13

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

0

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Eureka Math TEKS Edition

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses utilize Eureka Math TEKS Edition and allocate 90 minutes daily for mathematics instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the mathematics instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 90 minutes of mathematics instruction are delivered daily.

Adopted curriculum: K-5 RLA

Amplify Texas Elementary Literacy Program

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses utilize Eureka Math TEKS Edition and allocate 90 minutes daily for mathematics instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the mathematics instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 90 minutes of mathematics instruction are delivered daily.

Adopted curriculum: 6-8 Math

Carnegie Learning 6-12 Texas Math Solution

Is this the 6-8 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses serving grades 6–8 utilize Carnegie Learning Texas Math Solution and allocate 90 minutes daily for mathematics instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the mathematics instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 90 minutes of mathematics instruction are delivered daily.

Adopted curriculum: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the 6-8 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

All Dallas ISD campuses utilize the Amplify Texas Literacy Program, Grades 6-8, and allocate 120 minutes daily for literacy instruction. The campus master schedule reflects this dedicated instructional block to ensure sufficient time for curriculum implementation. Teachers meet weekly in Professional Learning Communities (PLCs) to discuss lesson planning, pacing, and effective use of the literacy instructional block. Campus leadership participates in PLC meetings, conducts classroom observations, and provides ongoing feedback to monitor curriculum implementation and ensure the full 120 minutes of literacy instruction are delivered daily.

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

N/A

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Weekly	Determine reteach plan for low performing TEKS from weekly instruction.
Benchmark		District	Quarterly	Identify learning gaps in student groups and performance bands, plan reteach. Analyze gap to goal progress on STARR targets.
STAAR Released Test		District	Semester	Simulate individual student performance on STAAR, plan band specific personalized STAAR countdown plans.
Other	iReady BOY, MOY, EOY	District	BOY/MOY/ EOY	Measure "On Grade Level" progress and fluency in reading and math.

Please describe the Observation and Feedback Protocol at this receiving campus.

At Cedar Crest Elementary, observation and feedback procedures follow Dallas ISD standards to deliver timely and actionable feedback using Paul Bambrick-Santoyo's Get Better Faster model. Leaders perform at least 6 formal SPOT observations per teacher each school year, conducting debrief conferences within 24 to 48 hours to help teachers identify an action step, determine the delivery gap, practice the action item, and set up a follow-up observation review date.

Cedar Crest administrators conduct frequent informal walkthroughs for Tier II, Tier III, novice, and newly hired teachers to accelerate their development. Official SPOT observations are logged in the district's Teacher Excellence Initiative (TEI) platform, allowing district leaders to evaluate coaching quality, alignment, and consistency with student performance outcomes. Campus leadership teams carry out weekly calibration visits to maintain scoring reliability and address instruction-wide trends across grade levels.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

Cedar Crest uses a tiered model tailored to support instructional leadership capacity across all key roles. Executive Directors are trained to coach Principals promoting Cedar Crest alignment with District and Regional initiatives. Campus administrative teams participate in monthly leadership sessions on improving instruction, coaching, and feedback quality using the Get Better Faster model.

Campus Instructional Leadership Teams (CILT) leads receive quarterly training to facilitate weekly PLCs, guide data-driven instruction, and analyze student work. Teachers: Engage in professional development, PLC rehearsals, and targeted side-by-side coaching based on STAAR content priorities.

Leadership continuously monitors implementation by triangulating SPOT observation data, walkthrough trends, quarterly benchmarks, and student work samples. Support is dynamically adjusted by revising PLC agendas, deploying instructional coaches, and reallocating resources to address learning gaps.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Feeder Pattern and Regional Leaders will facilitate professional development hosted by various District Departments to support high-leverage strategies for Cedar Crest's special populations, specifically Emergent Bilingual and Special Education students. Key topics will include targeted interventions for struggling learners, TELPAS, and effective progress monitoring of SPED students.
Additionally, campus data will guide staffing allocations and support services based on projected enrollment and student needs during Spring Budget Meetings (Spring 2027) and Fall Leveling (Fall 2027).

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will be organized by grade level and content area, with separate groups for Pre-K/ kindergarten, grades 1–2, and grades 3–6 Reading and Math. STAAR tested grades and contents receive are the main priority. Each team follows a 45-minute agenda covering celebrations, student data analysis, collaborative instructional planning, and next steps.

How frequently will PLCs occur?

Cedar Crest PLCs occur weekly during designated planning periods: Tuesdays for grades 3–6 reading and Thursdays for grades 3–6 math, grades 1–2, and Pre-K/kindergarten.

Who will facilitate PLCs?

Cedar Crest Instructional Leadership Team Members facilitate PLCs. The leaders include:
Principal
Assistant Principal
CILT Leaders (Content Lead Teachers)
Majority of PLCs are led by Assistant Principals, with Principal coaching the Assistant Principal(s) or facilitating CILT member(s).

Who is required to attend PLCs?

Cedar Crest PLC Expectations:
All teachers must attend their assigned grade-level or content-area PLCs, including Pre-K, kindergarten, grades 1–2, and grades 3–6 reading and math teachers. CILT leaders also participate in Pre-K and kindergarten PLCs.

Please describe the PLC protocol used at this campus.

Cedar Crest's PLC protocol follows a 45-minute cycle: 5 minutes for norms and celebrations, 15 minutes to analyze student data and work, 20 minutes to unpack standards, plan instruction, and design interventions, and 5 minutes to confirm next steps. Teachers collaborate by grade and content, review exemplars, rehearse lessons, and monitor student progress.

PLC Agenda Upload

Cedar Crest PLC Agenda and Protocol.pdf

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	Proposed PD Schedule - August–September 2026 PD includes Standards (8/13), DDI (8/20), Formative Assessment (8/27), Emergent Bilingual Training (9/3), Special Education (9/10), Student Work (9/17), and Teach Learn Reflect (9/24). October–November includes Accountability (10/1), DDI/ Reteaching (10/15), Family Communication (10/22), Standards (10/29), Formative Assessment (11/5), Bilingual Training (11/12), and Special Education/MTSS (11/19). December–January includes Student Work (12/3), Teach Learn Reflect (12/10), Semester DDI (12/17), Midyear Goals (1/7/2027), Standards (1/14), Bilingual Training (1/21), and Family Updates (1/28). February–March includes Formative Assessment (2/4), Differentiation (2/11), Teach Learn Reflect (2/18), Accountability (2/25), DDI/Tutoring (3/4), Standards (3/11), and Student Work (3/25). April includes Bilingual Training (4/1), Assessment/ Feedback (4/8), MTSS Review (4/15), Teach Learn Reflect (4/22), and Annual DDI/PD Reflection (4/29).	Principal and District Level School Leadership	Faculty and Staff

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Throughout the year, the Executive Director will develop campus principals on District priorities of Student Achievement, Quality of Instruction, and PEI (Principal Excellence Initiative) domains through professional development. Topics: Meeting state accountability goals, Effective planning (PLCs), tracking student progress, utilizing district tools, distributed leadership, and feedback quality. Additional topics: Alignment: (standards instruction and assessments) with grade-level rigor, 1/2 band domain 3 student group strategies. A waterfall approach will cascade learning through leadership teams, PLCs, and classrooms. Principals will unpack standards and study student work to identify gaps and plan instruction. TELPAS support will address language development, while writing improvement will emphasize exemplars and actionable feedback. Teacher and student agency will grow through purposeful goal setting, reflection, and ownership. Observations and data will guide ongoing support.	Principal and Assistant Principal	ALL Faculty and Staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	Faculty and staff will participate in ongoing professional development every Thursday during regularly assigned school days, excluding holidays and scheduled school breaks. Sessions will address campus priorities, including data-driven instruction, formative assessment, support for emergent bilingual students, and effective curriculum implementation. Campus leaders, teacher leaders, and central office specialists will collaborate to provide targeted training, instructional resources, and opportunities for practice and reflection. Attendance records, teacher feedback, classroom observations, and student progress data will guide follow-up support and adjustments to future sessions.	Assistant Principal	All Faculty

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

Principal Traylor will scaffold professional development for teachers in Pre-K through second grade and third through sixth grade to address their instructional needs and grade-level expectations. Campus personnel will collaborate with Dual Language, Early Learning, Special Services, regional facilitators, and district leadership to align training and support with campus priorities. These partners will provide in-the-moment coaching, targeted instructional support, and specific, actionable feedback to strengthen classroom practices. New teachers will participate in the New Teacher Academy and receive additional modeling, mentoring, and follow-up coaching to support their professional growth and effective curriculum implementation.

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?

Campus leaders will use the TEI rubric and classroom walkthrough tools, with observation evidence and feedback documented in Cornerstone, to evaluate teachers' implementation of professional learning. Look-fors will include alignment to grade-level standards, appropriate cognitive demand, academic rigor, and consistent implementation of Learning Lab instructional blocks. Observers will also look for purposeful checks for understanding, student explanations of their thinking, and timely instructional adjustments based on student responses. Student focus groups will provide additional evidence of students' understanding of learning goals, experiences with challenging tasks, and access to instructional support.

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?

Teachers and administrators will receive training on implementing Individualized Education Programs (IEPs), including instructional accommodations, modifications, specially designed instruction, and progress monitoring aligned with individual student goals. Special Services staff will provide modeling and collaborative planning support to strengthen inclusive practices, address behavioral needs, and improve students' access to grade-level instruction. Dual Language training will build staff capacity to integrate content and language objectives, scaffold instruction, and use language-development data to support emergent bilingual students, including those receiving special education services. Administrators and instructional facilitators will provide in-the-moment coaching, actionable feedback, and follow-up support to help teachers apply these practices, evaluate student responses, and adjust instruction in collaboration with families and support teams.

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?

The campus will implement updated Professional Learning Community (PLC) protocols that establish consistent expectations for data analysis, collaborative planning, and instructional follow-through. Teacher leaders will facilitate structured PLC meetings in which teams examine student work and assessment results to identify learning gaps and teacher-development needs. These findings will guide targeted professional development, peer modeling, and coaching aligned with campus priorities and student outcome goals. Campus leaders and teacher teams will monitor implementation through meeting records, classroom observations, and student progress data to refine PLC practices and ongoing professional learning

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?

The campus will verify completion through updated PLC protocols and agendas that establish clear expectations for data analysis, instructional planning, and teacher leadership. Meeting minutes and attendance records will document that teacher leaders regularly facilitate PLC discussions and support instructional decisions based on student data. Completed data analysis forms will show how teams identify student learning gaps and determine professional development priorities. Professional development agendas, training materials, and teacher feedback will demonstrate that learning opportunities address the needs identified during PLC meetings. Classroom observations, student work samples, and assessment results will provide evidence that teachers apply the strategies and monitor their impact on student learning.

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

Technology for teachers and students. The campus will verify completion through updated PLC protocols and agendas that establish clear expectations for data analysis, instructional planning, and teacher leadership. Meeting minutes and attendance records will document that teacher leaders regularly facilitate PLC discussions and support instructional decisions based on student data. Completed data analysis forms will show how teams identify student learning gaps and determine professional development priorities. Professional development agendas, training materials, and teacher feedback will demonstrate that learning opportunities address the needs identified during PLC meetings. Classroom observations, student work samples, and assessment results will provide evidence that teachers apply the strategies and monitor their impact on student learning.

Milestone 2

Description – What specific action or deliverable will be completed?

RBIS Research Based instructional strategies. The campus will implement research-based instructional strategies (RBIS) to strengthen classroom instruction and improve student achievement across content areas. Teachers will participate in targeted professional development to deepen their understanding of these strategies and their alignment with grade-level standards and district curriculum. During PLC meetings, teachers will collaboratively plan lessons that incorporate explicit instruction, purposeful questioning, checks for understanding, and differentiated support. Campus leaders and instructional coaches will provide modeling, classroom observation feedback, and coaching to support consistent implementation. Teachers will use student work and assessment data to evaluate the effectiveness of the strategies and adjust instruction to address student learning needs.

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?

Professional development agendas, attendance records, and training materials will verify that teachers received training on research-based instructional strategies (RBIS). Lesson plans and PLC meeting minutes will demonstrate how teachers incorporate these strategies into instruction aligned with grade-level standards and district curriculum. Classroom walkthroughs and observation records will document teachers' implementation of the strategies and students' engagement in learning. Coaching logs and teacher reflection forms will show how teachers use feedback to refine their instructional practices. Student work samples and assessment results will provide evidence of progress toward learning goals and guide decisions about continued instructional support.

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

Teachers will need targeted professional development on research-based instructional strategies (RBIS) and how to apply them within the district's adopted curriculum. Instructional coaches and campus leaders will need to provide model lessons, opportunities to observe effective instruction, and ongoing feedback to strengthen implementation. Teachers will need access to curriculum-aligned resources, instructional planning tools, and examples of lessons that incorporate these strategies. Protected PLC time will allow teachers to collaboratively plan instruction, analyze student work, and determine necessary adjustments. Campus leaders and teachers will need shared observation tools and student data tracking systems to monitor implementation, evaluate student progress, and identify additional coaching needs.

Milestone 3

Description – What specific action or deliverable will be completed?

Update: Administration PD- Differentiated
The campus administration will implement differentiated professional development that addresses teachers' individual needs, experience levels, and instructional goals. Classroom observations, student achievement data, and teacher feedback will guide the selection of professional learning topics and supports. Teachers will participate in targeted small-group sessions, individualized coaching, and collaborative learning opportunities aligned with campus priorities. The principal will coordinate with instructional coaches and teacher leaders to provide relevant resources, model effective practices, and support classroom application. Follow-up observations, teacher reflections, and student progress data will inform adjustments to professional development and ongoing support.

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?

A differentiated professional development plan and calendar, informed by teacher needs-assessment results, will document learning goals, targeted teacher groups, and planned supports. Professional development agendas, attendance records, and session materials will verify teacher participation in learning opportunities aligned with their instructional goals. Coaching logs, PLC meeting minutes, teacher feedback surveys, and reflections will document individualized feedback, collaborative planning, and follow-up support coordinated by the principal. Revised lesson plans, classroom walkthrough data, student work samples, and assessment results will demonstrate teachers' implementation of the strategies and help the principal evaluate their impact and identify areas for continued support.

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

The principal will need district guidance and coaching on designing differentiated professional development using teacher needs assessments, student achievement data, and classroom walkthrough findings. Instructional coaches, teacher leaders, and district specialists will provide content-specific training, model lessons, and individualized coaching supported by district-approved professional learning resources. Teachers will need protected collaboration time, curriculum-aligned materials, and opportunities to practice instructional strategies and receive feedback. Technology tools for collecting teacher feedback, documenting coaching, and monitoring progress, along with funding for materials or external facilitators when needed, will support implementation and ongoing adjustments.

Milestone 4

Description – What specific action or deliverable will be completed?

The principal will participate in coaching sessions focused on strengthening instructional leadership, strategic planning, staff development, effective communication, and campus systems. In collaboration with the coach, the principal will establish leadership goals aligned with campus priorities and identified areas for growth. The principal will apply coaching feedback to refine leadership practices, support staff development, and improve campus systems. Progress toward leadership goals will be reviewed during follow-up coaching sessions using implementation evidence, staff feedback, and campus performance data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, and district or network leadership support staff.

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

A documented set of leadership goals and aligned action plans will identify the principal's targeted improvements, implementation steps, timelines, and measures of success. Coaching agendas, session records, and reflection notes will verify participation and document feedback related to instructional leadership, strategic planning, staff development, communication, and campus systems. Progress-monitoring documents will track completed action steps, adjustments made in response to coaching, and progress toward established leadership goals. Leadership team meeting agendas, minutes, and staff development materials will demonstrate how the principal applies coaching feedback to guide decisions and support staff. Revised campus procedures, classroom walkthrough records, staff feedback, and campus performance data will provide evidence of improvements in leadership practices and the effectiveness of campus systems.

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

The principal will need ongoing leadership coaching and access to leadership-development resources that address instructional leadership, strategic planning, staff development, communication, and campus systems. Timely access to campus performance data, staff feedback, and input from district leaders will help identify priorities, assess progress, and refine leadership goals. Protected time for reflection and planning, along with shared tools for documenting coaching feedback and monitoring action steps, will support consistent application of new learning. Opportunities to observe effective campus leaders, participate in peer learning, and receive follow-up feedback will help the principal strengthen leadership practices and apply successful approaches to campus needs.

Milestone 5

Description – What specific action or deliverable will be completed?

The campus will implement a consistent Data-Driven Instruction (DDI) cycle in which teachers and instructional leaders analyze assessment results and student work to identify learning gaps and instructional priorities. Grade-level and content teams will establish measurable student outcome goals aligned with grade-level standards and campus achievement targets, with clear timelines and checkpoints for monitoring progress. During PLC meetings, teachers will collaboratively develop targeted reteaching plans, identify appropriate interventions, and adjust instructional strategies based on student needs. Campus leaders and instructional coaches will review progress-monitoring data and implementation evidence to evaluate student growth, provide feedback, and guide ongoing instructional adjustments.

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?

Documented student outcome goals will identify measurable achievement targets, timelines, and progress checkpoints aligned with campus priorities. DDI meeting agendas, minutes, and completed data-analysis protocols will verify that teachers regularly review assessment results and student work to identify learning gaps and determine instructional next steps. Targeted reteach plans, follow-up student work samples, and progress-monitoring trackers will demonstrate how teachers address identified needs and adjust instruction based on student responses. Comparisons of baseline, formative, and summative assessment results will document student growth and progress toward established outcome goals.

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

Teachers and instructional leaders will need training on the Data-Driven Instruction (DDI) cycle, including how to analyze student performance, identify learning gaps, and establish measurable student outcome goals aligned with campus targets. Access to assessment platforms, current student data, shared data-analysis templates, and progress-monitoring tools will support consistent review and documentation of student learning. Protected PLC time will allow teams to examine student work, develop targeted reteach plans, and design reassessments that measure mastery of identified skills. Instructional coaches and campus leaders will provide modeling, feedback, and ongoing support to strengthen reteaching, evaluate reassessment results, and adjust instruction based on student progress.

Milestone 6

Description – What specific action or deliverable will be completed?

The campus will strengthen consistent, standards-aligned implementation of Amplify, Eureka, and Carnegie curricula to support rigorous instruction and student achievement. Teachers will engage in collaborative planning and lesson internalization to clarify learning objectives, anticipate student misconceptions, and prepare appropriate scaffolds while maintaining grade-level expectations. Campus leaders and instructional coaches will conduct classroom observations, model instructional practices, and provide actionable feedback to support effective curriculum delivery. PLC teams will review student work and assessment results to monitor progress, identify implementation needs, and adjust instructional support.

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 and completed lesson-internalization documents will demonstrate that teachers prepare standards-aligned instruction using Amplify, Eureka, and Carnegie curricula. PLC agendas, meeting minutes, and coaching logs will document collaborative planning, instructional feedback, and follow-up support addressing curriculum implementation needs. Classroom observation data and walkthrough records will verify that teachers use adopted curriculum materials, follow intended lesson structures, and provide appropriate scaffolds while maintaining grade-level rigor. Student work samples and curriculum-embedded assessment results will show students' progress toward learning objectives and inform adjustments to instruction and teacher support.

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

Teachers will need curriculum-specific professional development on Amplify, Eureka, and Carnegie to strengthen lesson internalization, instructional delivery, and alignment with grade-level standards. Timely access to teacher guides, student materials, planning resources, and digital platforms will support effective lesson preparation and daily instruction. Protected collaborative-planning time will allow teachers to examine upcoming lessons, anticipate misconceptions, plan appropriate scaffolds, and review student progress. Instructional coaches and district content specialists will provide model lessons, classroom-based coaching, and actionable feedback to address implementation needs and strengthen instructional practices.

Milestone 7

Description – What specific action or deliverable will be completed?

Campus leaders will implement a consistent spot-observation and feedback cycle aligned with campus instructional priorities and individual teacher-development goals. Administrators and instructional coaches will conduct brief classroom observations using shared criteria to identify instructional strengths and areas for growth. Teachers will receive timely, specific, and actionable feedback that identifies a focused next step and the support needed to implement it. Follow-up observations and coaching conversations will document implementation, assess progress, and guide continued teacher development.

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 and completed observation forms will verify that campus leaders conduct spot observations consistently and document evidence aligned with campus instructional priorities. Written feedback, coaching notes, and teacher action steps will identify instructional strengths, specific areas for growth, and agreed-upon next steps with clear implementation timelines. Follow-up observation data will document whether teachers apply the feedback and identify any additional coaching or resources needed. Comparisons of initial and follow-up observation evidence, supported by student work and engagement data, will demonstrate improvement in targeted instructional practices and progress toward individual teacher-development goals.

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

Campus leaders and instructional coaches will need observer calibration training to develop a shared understanding of instructional expectations and consistently apply a common observation tool or rubric. Training on feedback protocols and ongoing coaching will strengthen their ability to provide specific, actionable feedback aligned with teacher-development goals. Protected time for classroom visits, feedback conferences, and follow-up coaching will support consistent implementation of the observation cycle. A shared tracking system will help leaders document observations, monitor teacher action steps, schedule follow-up visits, and evaluate progress in targeted instructional practices.

Milestone 8

Description – What specific action or deliverable will be completed?

The campus will implement a comprehensive Multi-Tiered System of Supports (MTSS) and tutoring system that uses assessment results, classroom performance, attendance, and behavioral data to identify students needing additional support. Teachers and intervention teams will develop targeted intervention plans that specify student goals, evidence-based strategies, tutoring schedules, and staff responsibilities. Staff will deliver academic interventions, structured tutoring, and behavioral supports matched to identified student needs and document participation and progress. The MTSS team will review progress at established checkpoints to adjust the intensity, frequency, or type of support based on each student's 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 will document how teams review multiple data sources, identify student needs, assign interventions, and establish progress-review dates. Student intervention plans, tutoring rosters, attendance records, and intervention logs will verify that students receive targeted support aligned with their goals and planned schedules. Parent communication records will document updates about student needs, intervention plans, progress, and opportunities for families to support learning. Progress-monitoring data and student work samples will demonstrate student growth or document adjustments to intervention strategies, frequency, or intensity based on each student's response.

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

Teachers, interventionists, and campus leaders will need MTSS training and ongoing coaching to identify student needs, select appropriate interventions, and adjust support based on student response. Research-based intervention programs, tutoring materials, and diagnostic and progress-monitoring tools will support targeted academic instruction and behavioral interventions. Protected intervention and tutoring time, adequate staffing, and scheduled collaboration time will allow teams to deliver services consistently and review student progress. Shared data-management systems and guidance from district academic and student-support teams will help staff document services, coordinate support, communicate with families, and evaluate intervention effectiveness.

Milestone 9

Description – What specific action or deliverable will be completed?

Campus leaders will conduct a midyear review to evaluate implementation of campus improvement initiatives and progress toward established student outcome goals. The leadership team will analyze implementation data, student performance results, and staff feedback to identify accomplishments, barriers, and areas requiring additional support. A midyear progress report will summarize findings, document corrective actions, and identify responsible staff members and timelines for needed adjustments. Campus leaders will communicate the findings to district leadership and relevant staff and monitor follow-through on the corrective actions.

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?

A completed midyear progress report will summarize implementation of campus improvement initiatives and progress toward established milestones and student outcome goals. Supporting implementation data, including PLC records, professional development participation, classroom observation findings, and student assessment results, will verify progress and identify areas needing improvement. Documented corrective action plans will specify needed adjustments, responsible staff members, required supports, and completion timelines. Leadership meeting minutes and follow-up monitoring records will verify that findings were reviewed, corrective actions were initiated, and their effectiveness was evaluated at established checkpoints.

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

The instructional specialist will provide coaching and data-analysis support to help campus teams evaluate midyear progress and identify instructional adjustments. Campus and regional leaders will provide guidance on reviewing implementation evidence, addressing barriers, and developing corrective actions aligned with campus goals. Teachers will need access to curriculum materials, targeted instructional resources, and professional learning that address needs identified through the midyear review. Protected collaboration time and shared progress-monitoring tools will support implementation of corrective actions and ongoing evaluation of their effectiveness.

Milestone 10

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. Campus administrators will ensure all classrooms are fully staffed with highly qualified teachers. If teachers are novice, new, or rated less than proficient professional development plans will be developed to increase their capacity to deliver high quality instruction.

Milestone 11

Description – What specific action or deliverable will be completed?

Ensure all students are enrolled at their new campuses successfully within the first two days of school and that parents are comfortable with the transition.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Data Controller,Parent Support Specialist, DISD Data Services

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

To support a successful transition, campus staff will contact families to ensure all students are successfully enrolled in the new school(s) and troubleshoot barriers to successful attendance.

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

Rosters from DISD data services with student names, parent names, ID's, addresses, zoned schools, and contact information.

Milestone 12

Description – What specific action or deliverable will be completed?

Ensure 100% of classrooms deliver instruction using Highly Qualified Instructional Materials. (HQIM implementation).

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

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?

Principal will coordinate with Dallas ISD teaching and learning to ensure all curriculum resources are delivered to the campus before the start of the school year. Beginning the first day of school, teachers will facilitate instruction using HQIM. (Eureka Math, Amplify)

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 13

Description – What specific action or deliverable will be completed?

Facilitate professional development for teachers and campus leaders on state accountability metrics and best practices during instruction for targeted student performance groups including Emergent bilinguals and Special education.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY 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?

Completed professional development agendas and sign-in sheets. High leverage instructional strategies observable during classroom observations.

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

Dallas ISD Accountability, Dual language (Emergent bilingual) and Special Education departments.

Milestone 14

Description – What specific action or deliverable will be completed?

Conduct quarterly data reviews of high priority domain 3 student performance groups and address gaps in student learning. (Special education, Emergent bilingual and other identified populations)

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY 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 will be implemented after each District benchmark. (Quarterly: Every 9 weeks) data will be used to plan reteach for student groups during TIER I and TIER II instruction. Extended learning opportunities will be provided to address gaps in student learning as well including AM/PM tutorials and Saturday schools.

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

Dallas ISD STAAR Simulator

Milestone 15

Description – What specific action or deliverable will be completed?

Implement a comprehensive Multi-Tiered System of Supports (MTSS) that identifies students needing additional support. Teachers and intervention teams will develop targeted intervention plans that specify student goals, evidence-based strategies, tutoring schedules, and staff responsibilities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus staff

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

Completed MTSS trainings.
Completed individual student MTSS plans are loaded in the MTSS system.

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

DISD refresher training for staff on MTSS process.

Milestone 16

Description – What specific action or deliverable will be completed?

Triangulate data and provided supports to evaluate student performance and determine if struggling students are on track to successfully meet or exceed achievement targets. (Achievement data, grades, attendance). If students are off track, modify plans created by MTSS process.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus staff

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

End of semester I student performance data, grades, attendance will be reviewed per MTSS process to determine the effectiveness of created supports. MTSS and SST meeting documentation will serve as primary artifacts.

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

Campus refresher training on MTSS process.

Milestone 17

Description – What specific action or deliverable will be completed?

Review STAAR data to ensure both campus are successful in reaching end of year targets. (Accountability overall of rating 84 or greater).

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

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?

Campus STAAR projections reflecting an overall rating of 84 for both receiving campuses, Cedar Crest and John Neely Bryan.

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

Released STAAR accountability scores (TEA)

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,, and appropriate district or network leaders.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly

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

Not applicable: RLA STAAR goals (SY 26-27)

No

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

Not applicable: Math STAAR goals (SY 26-27)

No

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

Not applicable: overall STAAR goals (SY 26-27)

No

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

69

Not applicable: Academic Achievement goal (SY 26-27)

No

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

75

Not applicable: ELP Component goal (SY 26-27)

No

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

Not applicable: RLA STAAR goals (SY 27-28)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	60
Masters Grade Level	30

Not applicable: Math STAAR goals (SY 27-28)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	60
Masters Grade Level	30

Not applicable: overall STAAR goals (SY 27-28)

No

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

78

Not applicable: Academic Achievement goal (SY 27-28)

No

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

75

Not applicable: ELP Component goal (SY 27-28)

No

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?

38

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

50

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

47

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)

—

Upload additional documents (optional):

—