Duncanville Independent School District

Central Fine Arts Academy

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Coaching Cycle Expectations.pdf
INSTRUCTIONAL COACH EXPECTATIONS.pdf
Walkthrough Analysis Document 26-27.xlsx.pdf
Teacher Tiering Guidance_Duncanville ISD.pdf
LIFT PLCs Observation Tool.docx.pdf
Duncanville ISD_K-5 SWAP Formative_26-27_Teacher Guide.pdf
Observation and Feedback Vision and Expectations_Duncanville ISD.pdf
September LIFT Monthly PM Routine_Duncanville.pdf
CFAA Campus Teacher Tiers of Support - Q1_ Teacher Tiers.pdf
Central ES_ Walkthrough Analysis Document 26-27.xlsx.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 19, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

Central Fine Arts Academy 26-27 Public Feedback.pdf

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

SustainED Leaders

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

12

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.

Funding Source of Funds: LASO 3 SFI grant award
Strong Foundation Implementation (RIDER 76), Cost: $1,864,000
SFI School Improvement PLC Supports, Cost: $600,000

Source of Funds: LASO 4 Cycle 4 LIFT Grant (Implementation of Bluebonnet K-5 Math, Bluebonnet K-5 RLA, and Instructional Planning of 6-8 Math
Total Compensation: $1,030,800

DISTRICT FUNDING SOURCES:

199 E 11 6497 00 866 0 99 000	FOOD FOR PARENT/FMLY ENGAGEMENT	$2,000
199 E 21 6299 00 866 0 99 000	CONTRACTED SERVICES	$5,500
199 E 21 6329 00 866 0 99 000	SUPPLIES AND MATERIALS	$8,000
199 E 21 6399 00 866 0 99 000	SUPPLIES AND MATERIALS	$5,000
199 E 21 6411 00 866 0 99 000	TRAVEL - EMPLOYEE ONLY	$4,500
199 E 21 6495 00 866 0 99 000	MISC OPERATION (DUES)	$1,000
199 E 21 6497 00 866 0 99 000	FOOD FOR LEADER MEETINGS - INSTRUCTION	$9,000
199 E 21 6329 00 866 0 99 DCW	SUPPLIES AND MATERIALS	$1,000
199 E 21 6395 00 866 0 99 DCW	SUPPLIES AND MATERIALS	$2,000
199 E 21 6399 00 866 0 99 DCW	SUPPLIES AND MATERIALS	$3,450
199 E 21 6411 00 866 0 99 DCW	TRAVEL - EMPLOYEE ONLY	$2,500
199 E 21 6495 00 866 0 99 DCW	MISC OPERATION	$2,000
199 E 21 6498 00 866 0 99 DCW	AWARDS	$1,500
199 E 21 6499 00 866 0 99 DCW	MISC OPERATION	$2,550
199 E 41 6119 00 701 0 99 000	SCHOOL LEADERSHIP SALARY	$650,000

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?

If the grant is not awarded, the district would reallocate existing resources to ensure the strategy is implemented with fidelity. District Coordinators and Instructional Coaches would assume greater responsibility for supporting and facilitating PLCs, providing targeted instructional coaching, and monitoring progress across campuses. Additionally, the district would leverage existing Title I and State Compensatory Education (SCE) funds to sustain professional learning, instructional support, and key components of the plan. This blended funding approach would allow the district to continue building instructional capacity and ensuring equitable student outcomes, even without the external grant source.

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

Central Fine Arts Academy was offline last and under construction for the 25-26 school year. Previously, the campus was an F in 24-25 school year and the campus has now resumed that campus rating. The campus as reopened and we have set a goal of a B for this 26-27 school year. In response to the 24-25 rating of an "F" campus, Duncanville ISD will prioritize the strategic redistribution of district talent, instructional resources, and professional learning opportunities to accelerate campus improvement for Central FFA.

The Deputy Chief of School Leadership/DCSI will provide intensified principal coaching, frequent instructional walkthroughs, and ongoing monitoring of the campus Targeted Improvement Plan (TIP). District Teaching and Learning staff, instructional specialists, and external school improvement partners will prioritize Central FAA for job-embedded coaching, lesson internalization support, PLC implementation, and data-driven instructional planning.

The district will strategically allocate additional instructional support, targeted professional development, intervention resources, and high-impact tutoring based on student performance data, teacher needs, and identified instructional gaps. Particular emphasis will be placed on strengthening Tier 1 instruction in Reading Language Arts and Mathematics, supporting teachers serving students with the greatest academic needs, and ensuring effective implementation of research-based instructional practices.

Additionally, the district will regularly review campus staffing, teacher effectiveness, student achievement, and resource allocations to identify opportunities to strategically deploy experienced instructional leaders, effective teachers, and specialized support personnel where they will have the greatest impact. It is important to note that this campus is now designated as our district fine arts program and students apply to attend this campus.

Resource allocation and support will be differentiated based on the campus's three-year accountability history, student achievement gaps, and demonstrated needs rather than distributed equally across campuses. The DCSI will monitor the effectiveness of these investments through weekly leadership coaching, classroom walkthrough data, assessment results, and progress toward TIP goals, making adjustments as needed to accelerate student achievement and move Central FFA from a "F" rated to a "B" rated or higher this school year.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		District	Semester	Duncanville ISD administers fall (November 2026) and spring (February 2027) STAAR Released Tests (benchmarks) to monitor student achievement, identify instructional gaps, and measure progress toward improvement goals. During Impact Focus Meetings, school improvement principals present assessment data, measurable goals, instructional priorities, and action plans to the Superintendent, DCSI, Principal Supervisors, and executive leadership. Each 40-minute meeting includes a 20-minute principal presentation, 5-minute leadership questioning, 10-minute principal reflection, and 5-minute joint commitments. District leaders provide targeted feedback and establish high-leverage next steps. Weekly campus visits, instructional walkthroughs, and coaching ensure accountability, implementation monitoring, and continuous improvement in student outcomes.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Duncanville ISD administers District Common Assessments (DCAs) every three to four weeks, aligned with the district's High-Quality Instructional Materials (HQIM), Texas Essential Knowledge and Skills (TEKS), and the rigor of STAAR. These assessments provide timely data to monitor student mastery, identify instructional gaps, and evaluate the effectiveness of Tier 1 instruction. Campus leaders and teachers analyze DCA results through Professional Learning Communities (PLCs) and data-driven instruction protocols to identify misconceptions, plan targeted reteaching, and adjust instructional practices. District and campus leadership monitor assessment trends to ensure instructional alignment, accountability, and continuous improvement in student achievement.
Other	Exit Tickets	Campus	Weekly	Principals monitor the implementation of daily and weekly exit tickets as checks for understanding (CFUs) to assess student mastery of instructional objectives and identify learning gaps. Teachers analyze exit ticket data to address misconceptions, adjust instruction, and strategically spiral previously taught TEKS into daily warm-ups. Principals use walkthroughs and PLCs to monitor how effectively teachers respond to student data, ensuring timely instructional adjustments, targeted reteaching, and continuous improvement in student achievement.

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

Each campus implements a systematic approach to monitoring student growth through daily and weekly exit tickets, District Common Assessments (DCAs) administered every 3–4 weeks, and fall and spring STAAR Released Test benchmarks. Student performance data is tracked by individual student, grade level, content area, and TEKS to measure mastery, identify instructional gaps, and monitor progress toward campus improvement goals.

Each campus maintains a comprehensive campus assessment dashboard and individual student growth dashboards to monitor performance trends across DCAs, benchmarks, and exit tickets. Measurable academic goals are established for every student, and performance is reviewed after each assessment to determine whether growth targets have been met. Student goals and intervention plans are adjusted based on assessment results. Students also maintain individual progress trackers to monitor their academic growth, reflect on performance, and take ownership of their learning.

Teachers analyze student performance data during weekly Professional Learning Communities (PLCs) to identify misconceptions, plan targeted reteaching, spiral priority TEKS, and implement differentiated interventions. Campus leadership monitors student growth through regular data meetings, instructional walkthroughs, dashboard reviews, and intervention progress monitoring.

The Principal Supervisor and District Coordinator of School Improvement (DCSI) review campuswide and individual student growth trends, instructional adjustments, and progress toward accountability targets during weekly campus visits and district Impact Focus Meetings. This continuous cycle of assessment, data analysis, goal setting, instructional response, and progress monitoring ensures timely, data-driven decisions that accelerate student achievement and strengthen accountability at every level.

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

The campus has established a dedicated 60-minute intervention block within the master schedule to provide targeted academic support for students performing below grade level and students receiving specialized services. Following each District Common Assessment (DCA), benchmark, and daily or weekly exit ticket, teachers analyze student performance data to identify learning gaps, misconceptions, and priority TEKS requiring additional support.

During the designated intervention block, teachers provide differentiated, small-group instruction based on individual student needs. Instructional resources include teacher-developed materials, IXL, i-Ready, and the district's High-Quality Instructional Materials (HQIM) to reinforce foundational skills, extend core instruction, address misconceptions, and accelerate student mastery. Intervention groups are flexible and adjusted based on ongoing assessment data and student progress.

The campus systematically monitors student achievement and growth across all state and federal accountability subgroups, including Special Education, Emergent Bilingual (EB), continuously enrolled students, African American, Hispanic, White, Two or More Races, Economically Disadvantaged, and other identified student populations. Assessment data is disaggregated by subgroup to identify achievement gaps, monitor individual student growth, and ensure equitable access to grade-level instruction and targeted interventions. Students receiving specialized services are provided appropriate accommodations, instructional scaffolds, and individualized supports aligned with their learning needs.

Campus leadership monitors intervention implementation and effectiveness through instructional walkthroughs, weekly PLCs, student growth dashboards, and ongoing progress monitoring. Following each assessment cycle, teachers and campus leaders evaluate student progress, adjust intervention groups, refine instructional strategies, and monitor subgroup performance against campus and state accountability targets. This systematic approach ensures timely, data-driven interventions, equitable instructional support, and accelerated academic growth for all students.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content area, including Reading Language Arts, Mathematics, Science, and Social Studies. This structure ensures teachers collaborate around grade-level TEKS, instructional expectations, student achievement data, and targeted instructional needs. Each PLC will focus on lesson internalization, student work analysis, and data-driven instructional planning to strengthen Tier 1 instruction. Campus administrators and instructional coaches will facilitate and monitor PLC implementation to ensure consistent instructional practices, teacher collaboration, and measurable student growth.

How frequently will PLCs occur?

Professional Learning Communities (PLCs) will occur twice weekly for 60 minutes per session, totaling 120 minutes of protected collaborative planning time each week. PLCs will focus on lesson internalization, student work analysis, data-driven instructional planning, and targeted interventions to strengthen Tier 1 instruction and accelerate student achievement. Campus leadership will monitor PLC implementation and effectiveness, with ongoing coaching and support from the DCSI and district instructional specialists.

Who will facilitate PLCs?

PLCs are facilitated by the Campus Principal, Assistant Principal, and/or Instructional Coach, with ongoing support from the district's external school improvement partner, SustainED. Facilitators will ensure PLCs follow established district protocols focused on lesson internalization, student work analysis, and data-driven instructional planning. SustainED will provide job-embedded coaching, modeling, and feedback to strengthen PLC facilitation and instructional leadership capacity. The DCSI and Principal Supervisor will monitor PLC effectiveness through campus visits, coaching conversations, and implementation reviews to ensure alignment with campus improvement goals and student achievement priorities.

Who is required to attend PLCs?

The following staff members are required to attend PLCs: Campus Principal, Assistant Principal, Instructional Coach, grade-level/content-area teachers, Special Education Inclusion and Resource Teachers, ESL Specialist, and SustainED school improvement partners. The DCSI/Principal Supervisor and District Content Coordinators will also participate periodically to provide targeted instructional support, monitor implementation, and strengthen alignment with district instructional priorities. Attendance and active participation are expected to ensure consistent implementation of PLC protocols, collaborative instructional planning, differentiated instruction for special populations, and accountability for improved student outcomes.

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

The campus implements a structured Professional Learning Community (PLC) framework

focused on four high-leverage instructional priorities: Unit Internalization, Lesson Internalization, Student Work Analysis, and Data Analysis. In partnership with SustainED, the district utilizes standardized PLC protocols to strengthen instructional planning, align teaching practices, and improve student outcomes.

Unit Internalization Protocol: Teachers collaboratively examine upcoming instructional units to develop a comprehensive understanding of the unit's purpose, priority TEKS, learning objectives, assessment expectations, instructional sequence, and anticipated student misconceptions. Campus leadership and SustainED will continue strengthening this practice by providing modeling, coaching, and structured planning opportunities that support teachers in backward planning from unit assessments, identifying prerequisite skills, and anticipating instructional adjustments. This process ensures daily lessons are intentionally connected to unit-level learning outcomes and grade-level rigor.

Lesson Internalization Protocol: The campus utilizes the SustainED Bluebonnet Learning Lesson Internalization Protocol for Reading Language Arts and Mathematics. Teachers collaboratively unpack lesson purposes and objectives, analyze the sequence and pacing of instructional activities, align questioning to Lead4ward IQ strategies, conduct deep dives into instructional tasks, organize resources, and engage in lesson rehearsal with targeted feedback. This process strengthens teacher content knowledge, instructional delivery, and alignment to the rigor of the TEKS.

Student Work Analysis Protocol: Teachers engage in a systematic review of student work by examining the instructional task, establishing clear success criteria, analyzing and sorting student work samples by levels of mastery, discussing high-leverage findings, and identifying actionable instructional next steps. This process supports the identification of student misconceptions, instructional gaps, and opportunities to strengthen Tier 1 instruction.

Data Analysis Protocol: Teachers and campus leaders analyze campuswide, teacher-level, and individual student assessment data, including performance at the Approaches, Meets, and Masters grade-level standards. Data is disaggregated by student subgroup to identify achievement gaps, priority TEKS, and instructional focus areas. Teachers develop targeted reteaching plans, differentiated interventions, and measurable next steps to accelerate student growth.

Monitoring and Accountability: Campus leadership monitors PLC implementation through weekly participation, instructional walkthroughs, lesson and unit plan reviews, and student performance data. The DCSI/Principal Supervisor and SustainED provide ongoing coaching, modeling, and feedback to strengthen implementation. These four protocols establish a consistent cycle of collaborative planning, evidence-based instructional decisions, and continuous improvement to strengthen teacher capacity and accelerate student achievement.

Upload PLC agenda (optional):

Duncanville ISD PLC Agenda Template.pdf
Observation and Feedback Vision and Expectations_Duncanville ISD.pdf
Duncanville ISD_K-5 SWAP Formative_26-27_Teacher Guide.pdf
LIFT PLCs Observation Tool.docx.pdf
Duncanville ISD_3-5 RLA Unit Internalization_Teacher Guide.pdf
26-27 Duncanville ISD_K-5 Math Lesson Internalization_Teacher Guide.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	Duncanville ISD's 2026–2027 Principal and District Leadership Team Professional Development Plan provides targeted capacity building through: -Effective Observation and Feedback -Three District Calibration Walks -Developing Effective PLC's -Creating Target Goals -STAAR 2.0 and Student Work Analysis -TELPAS Experience & Action Plans -Effective Data Conferences and Budget 101 -Fall and Spring Data Conference Protocols -Instructional Strategies & Best Practices -Responding to Fall Data: Creating and Monitoring Interventions -Responding to Spring Data: Streamlining Interventions and Supports for Special Pops These sessions strengthen instructional leadership, data analysis, evidence-based coaching, differentiated interventions, and support for special populations. Implementation is monitored through weekly instructional walkthroughs, PLCs, coaching cycles, student growth dashboards, and ongoing assessment reviews to ensure measurable improvements in teaching and student achievement.	Rosa E. Hernandez (DCSI/Deputy Chief of Schools), Dr. April Wyatt (Deputy Chief of Schools), Dr. Michelle Neely (Teaching & Learning), Stacy Venson (Special Education), Dr. Sue Ellen Washington (Academic Services), Ms. Shonna Pumphrey (Chief Financial Officer)	All principals, Assistant Principals, Instructional Coaches, Principal Supervisors

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Duncanville ISD's 2026–2027 Principal and District Leadership Team Professional Development Plan provides targeted capacity building through: -Effective Observation and Feedback -Three District Calibration Walks -Developing Effective PLC's -Creating Target Goals -STAAR 2.0 and Student Work Analysis -TELPAS Experience & Action Plans -Effective Data Conferences and Budget 101 -Fall and Spring Data Conference Protocols -Instructional Strategies & Best Practices -Responding to Fall Data: Creating and Monitoring Interventions -Responding to Spring Data: Streamlining Interventions and Supports for Special Pops These sessions strengthen instructional leadership, data analysis, evidence-based coaching, differentiated interventions, and support for special populations. Implementation is monitored through weekly instructional walkthroughs, PLCs, coaching cycles, student growth dashboards, and ongoing assessment reviews to ensure measurable improvements in teaching and student achievement.	Rosa E. Hernandez (DCSI/Deputy Chief of Schools), Dr. April Wyatt (Deputy Chief of Schools), Dr. Michelle Neely (Teaching & Learning), Stacy Venson (Special Education), Dr. Sue Ellen Washington (Academic Services), Ms. Shonna Pumphrey (Chief Financial Officer)	All principals, Assistant Principals, Instructional Coaches, Principal Supervisors

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Region 10 FLIPS & Effective School Framework (ESF)	Region 10	Rosa E. Hernandez (DCSI/ Deputy Chief of Schools) & Dr. April Wyatt (Deputy Chief of Schools)
Teacher	Duncanville ISD's 2026–2027 Teacher & Instructional Coach Professional Development Plan provides ongoing, content-specific training aligned with TEKS, HQIM, and STAAR rigor. Science (Grade 5): 11 PD sessions from August–March focused on content mastery, instructional strategies & student achievement. RLA (Grade 3–5): 7 PD sessions from August–March focused on reading comprehension, writing, and lesson internalization. Mathematics (Grade 3–5): 7 PD sessions from August–April focused on problem-solving, explicit modeling & student misconceptions. Training emphasizes effective Tier 1 instruction, differentiated support, student work analysis, and data-driven interventions. Implementation is monitored through PLCs, instructional walkthroughs, coaching cycles, and student performance data to strengthen teacher capacity & accelerate student growth.	Rosa E. Hernandez, DCSI/Deputy Chief of Schools & District Coordinators for each subject areas, Dr. Michelle Neely (Teaching and Learning)	All teachers (they attend by their grade/ subject area)

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

The campus provides differentiated professional development, job-embedded coaching, and targeted leadership support for inexperienced teachers and leaders (less than two years in their roles) and those demonstrating instructional or leadership performance gaps. Support is determined through T-TESS/T-PESS evaluations, instructional walkthroughs, student achievement data, and individualized professional growth needs.

Teacher Development and Coaching: Teachers receive differentiated support based on experience, instructional effectiveness, and student performance. Inexperienced teachers receive additional mentoring, structured PLC support, lesson and unit internalization, classroom management training, and instructional modeling. Teachers demonstrating performance gaps participate in targeted coaching cycles that include co-planning, explicit modeling, lesson rehearsal, observation and feedback, and follow-up monitoring. Instructional coaches and campus administrators prioritize high-leverage practices, including effective Tier 1 instruction, checks for understanding, aggressive monitoring, differentiated instruction, and data-driven instructional adjustments.

Leadership Development and Coaching: Inexperienced or ineffective campus leaders receive individualized coaching from the DCSI and/or Principal Supervisor aligned with T-PESS leadership standards and campus improvement priorities. Coaching focuses on instructional leadership, effective PLC facilitation, observation and feedback using the LIFT tool, teacher development, data-driven decision-making, and implementation of the School Improvement Plan. Leadership coaching includes evidence-based Praise, Polish, and measurable Next Steps, followed by opportunities to practice, implement, and demonstrate improvement.

Monitoring and Accountability: Campus and district leadership monitor coaching effectiveness through weekly instructional walkthroughs, coaching documentation, teacher support tiers, T-TESS/T-PESS evidence, student achievement data, and follow-up observations. The frequency and intensity of coaching are adjusted based on individual needs and demonstrated progress. SustainED and district instructional specialists provide additional job-embedded support to strengthen teacher and leader capacity, improve instructional consistency, and accelerate student achievement.

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?

The campus will utilize the district's instructional walkthrough tool, T-TESS observation framework, and leadership coaching tools aligned with T-PESS to evaluate the implementation and effectiveness of professional development. Instructional walkthroughs will monitor the transfer of training into daily classroom practices, while leadership coaching cycles will assess implementation, provide evidence-based feedback, and identify high-leverage next steps.

Key instructional look-fors include alignment to TEKS and High-Quality Instructional Materials (HQIM), lesson internalization, clear learning objectives and success criteria, explicit modeling (I Do, We Do, You Do), appropriate instructional pacing, academic vocabulary, student discourse (QSSSA and Turn and Talk), checks for understanding, aggressive monitoring, student engagement, cognitive rigor, and effective use of student work and assessment data to adjust instruction.

Leadership look-fors include effective PLC facilitation, data-driven instruction, quality of observation and feedback (Praise, Polish, and Next Steps), instructional coaching, and monitoring of teacher implementation. Campus administrators will conduct a minimum of five walkthroughs weekly, while the Principal Supervisor and DCSI will monitor implementation through weekly campus visits, coaching conversations, and district calibration walks conducted every nine weeks.

Walkthrough trends, coaching documentation, and student achievement data will be analyzed to evaluate training effectiveness, identify implementation gaps, and determine differentiated professional development and coaching needs. This continuous monitoring process ensures professional learning translates into measurable improvements in instructional practices and student outcomes.

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

Weekly

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

The campus will provide differentiated professional development and targeted coaching to strengthen teachers' and administrators' capacity to support students in special populations, including Special Education, Emergent Bilingual (EB), Economically Disadvantaged, and other state and federal accountability subgroups.

Through the district's 2026–2027 Principal and District Leadership Team (DLT) Professional Development Plan, campus leaders participate in targeted capacity-building sessions,

including:

Principal Observation and Feedback (7/16/26): Strengthening instructional leadership, coaching practices, and evidence-based feedback.

Effective Observation and Feedback – District Calibration Walks (8/12/26, 12/2/26, and 2/3/27): Calibrating instructional expectations, identifying instructional gaps, and strengthening differentiated feedback.

Creating Target Goals (9/2/26): Establishing measurable student achievement goals aligned with accountability targets and subgroup performance.

STAAR 2.0 and Student Work Samples (10/7/26): Analyzing student work, identifying misconceptions, and strengthening instructional alignment to assessment rigor.

TELPAS 2.0 (10/21/26): Strengthening instructional strategies and assessment practices for Emergent Bilingual students.

Effective Data Conferences and Budget 101 (11/4/26): Using student performance data to guide instructional decisions and resource allocation.

Fall Data Conference Protocols (11/4/26) and Spring Data Conference Protocols (2/17/27): Analyzing student achievement trends, identifying subgroup gaps, and developing targeted instructional responses.

Responding to Fall Data: Creating and Monitoring Interventions (12/2/26): Developing targeted intervention plans and monitoring student progress.

Instructional Strategies (1/6/27): Strengthening differentiated Tier 1 instruction and evidence-based instructional practices.

Responding to Spring Data: Streamlining Interventions and Supports (3/3/27): Refining intervention strategies based on student growth and identified learning needs.

Additionally, campus leaders receive support in creating campuswide and individual student data trackers and facilitating fall and spring data conferences with teachers. These systems ensure student performance is monitored across all accountability subgroups.

Teachers receive ongoing support through weekly PLCs, lesson internalization, student work analysis, instructional coaching, and targeted professional development focused on differentiated instruction, language acquisition, instructional scaffolding, accommodations, and small-group interventions.

The Principal Supervisor, DCSI, instructional coaches, and district specialists monitor implementation through weekly walkthroughs, coaching cycles, data conferences, and student growth dashboards. This comprehensive approach strengthens teacher and leader capacity, ensures equitable access to grade-level instruction, and accelerates achievement for students in special populations.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

1. Impact Focus Meeting #1: Presentation of State of Schools: The campus will establish campus and student achievement goals by grade-level, subgroup, and individual student achievement goals aligned with accountability targets. Campus principal will present the campus "State of the Schools" through the Impact Focus Meeting #1 to the Superintendent, DCSI, Principal Supervisor, and cabinet leaders outlining the campus 2026 accountability data, 26-27 Target Campus Goals, Campus Improvement Plans (CIP) and strategies, provide an analysis of instructional gaps, provide current tiering of teacher supports, district supports requested or needed to support target goals, and high level leadership action steps.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Rosa E. Hernandez (DCSI/Deputy Chief) & Principal LaTonia Dennis

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

Evidence of completion will be: State of School presentation, District Commitments made after each State of School presentation, campus accountability data, presentation powerpoint and protocols, campus target goals, leadership feedback form and protocol, and campus action plan.

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

The following support will be provided: State of School presentation template and training, access to 2026 accountability data, T-TESS data, campus support tiering documents and protocols, leadership feedback tools, and DCSI and Principal Supervisor 1:1 coaching in preparation for presentations.

Milestone 2

Description – What specific action or deliverable will be completed?

2. Implement Standardized PLC Protocols: Implement weekly PLCs using Lesson Internalization, Student Work Analysis, and Data Analysis protocols with documented next steps.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principal, Instructional Coach, and DCSI

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

Evidence of complete will be: weekly PLC agendas, internalization protocols, student work samples, templates, and protocols

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

The following support will be provided: SustainED coaching, Bluebonnet HQIM materials & resources, Lead4ward resources, district and campus PLC training.

Milestone 3

Description – What specific action or deliverable will be completed?

3. Develop Campus and Student Growth Dashboards: Create campuswide and student trackers disaggregated by grade, TEKS, and accountability subgroup.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principal, Instructional Coaches, Teachers. with DCSI support

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

Evidence of completion will be: Campus dashboard, student trackers, targets goals posted throughout campus, campus & district assessment tracker/dashboard.

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

The following support will be provided: District assessment data, dashboard templates by campus, technology support as needed, Eduphoria (STRIVE & AWARE) training, and accountability training by DCSI and Region 10.

Milestone 4

Description – What specific action or deliverable will be completed?

4. Implement Instructional Walkthrough and Feedback System: Conduct five weekly walkthroughs per administrator with Praise, Polish, Next Steps and follow-up monitoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principal, Principal Supervisor, and DCSI

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

Evidence of completion will be: the submission of the 5 walkthrough logs per a week, campus principal tracking the praise, polish, and next steps through Duncanville Walkthrough analysis template, T-TESS reports, and DCSI or Principal Supervisor emails to principals on feedback from Praise, Polish, and Next Steps.

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

The following support will be provided: training on using Eduphoria for instructional walks, training on how to use the LIFT Walkthrough tool, observation and feedback PD, and calibration support from the DCSI and Campus Supervisor.

Milestone 5

Description – What specific action or deliverable will be completed?

5. Complete Fall Benchmark Analysis and Data Conferences: Analyze fall benchmark results by campus, teacher, student, and subgroup and hold fall data conferences with each teacher, grade level, and STAAR subject area.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Coaches, Teachers, with DCSI & Principal Supervisor support

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

Evidence of completion will be: Principal uploading all Fall Data Conferences to the District Dashboard, uploading all benchmark reports, conference protocols, subgroup analysis, updated goals, action plans and the DCSI or Campus Principal Supervisor providing feedback to campus principal on next steps.

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

The following support will be provided: District Fall Data Conference professional development (on Nov. 4th and 5th), District assessment support, fall data template & protocols, data conference explicit modeling, dashboard to upload final documents, and DCSI and/or Principal Supervisor coaching opportunities.

Milestone 6

Description – What specific action or deliverable will be completed?

6. Impact Focus Meeting #2: Presentation of Targeted Intervention Plans: Campus principal will present Fall Benchmark assessment data during Impact Focus Meeting #2 to the Superintendent, DCSI, Principal Supervisor, and Cabinet leaders. The presentation will include analysis of campus, teacher, student, and subgroup performance; progress toward 2026–2027 campus target goals; identification of instructional gaps; updated teacher support tiers; December–Spring intervention plans; district supports needed; and high-leverage leadership action steps to accelerate student achievement.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, DCSI, and Principal Supervisor

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

Evidence of Completion will be: State of the School presentation, Fall Benchmark data analysis, updated campus and teacher support tiers, December–Spring intervention plans, revised campus action plan, student growth trackers, leadership feedback forms and protocols, and documented district commitments.

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

The following support will be provided: State of the School presentation template and protocols, Fall Benchmark assessment data, student growth dashboards, T-TESS and instructional walkthrough data, teacher support tiering protocols, intervention planning resources, leadership feedback tools, and DCSI and Principal Supervisor 1:1 coaching to prepare for presentations and refine high-leverage action steps.

Milestone 7

Description – What specific action or deliverable will be completed?

7. Mid-Year (MOY) Principal Conference – Leadership Performance and Campus Improvement Review: The Campus Principal will participate in a Mid-Year (MOY) Principal Conference with the DCSI and Principal Supervisor to evaluate leadership effectiveness, progress toward 2026–2027 campus improvement goals, and implementation of high-leverage instructional priorities. The conference will include a review of T-PESS leadership standards, instructional walkthrough trends, teacher coaching effectiveness, PLC implementation, student achievement data, intervention progress, and campus accountability targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, DCSI, and Principal Supervisor

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

Evidence of completion will be: Completed MOY Principal Conference documentation, T-PESS progress review, leadership self-reflection, instructional walkthrough and coaching data, student achievement trends, updated leadership goals, and documented Praise, Polish, and Next Steps.

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

The following support will be provided: T-PESS evaluation framework, MOY conference protocols, campus assessment dashboards, instructional walkthrough data, teacher coaching documentation, leadership reflection tools, and individualized coaching from the DCSI and Principal Supervisor to strengthen instructional leadership and accelerate campus improvement.

Milestone 8

Description – What specific action or deliverable will be completed?

8. Spring Data Conferences – Student Growth Analysis and Countdown to STAAR Targeted Intervention Plan: The Campus Principal will facilitate Spring Data Conferences with teachers and instructional teams to analyze student achievement data, evaluate progress toward 2026–2027 campus and individual student growth targets, and determine high-leverage instructional priorities leading into state assessments. Conferences will include analysis of Fall-to-Spring Benchmark growth, District Common Assessments (DCAs), student performance at Approaches, Meets, and Masters, and state and federal accountability subgroup performance. Teachers will evaluate the effectiveness of current interventions, identify remaining instructional gaps and priority TEKS, update individual student goals, and develop targeted reteaching and intervention plans. Campus leadership will provide evidence-based feedback, establish measurable action steps, and monitor implementation to accelerate student achievement.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principals, Instructional Coaches, Teachers, DCSI, and Principal Supervisor

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

Evidence of completion will be: Completed Spring Data Conference protocols, Fall-to-Spring Benchmark comparative analysis, campus and teacher assessment dashboards, updated individual student growth trackers, subgroup performance reports, revised intervention plans, identified priority TEKS, documented teacher commitments, and high-leverage instructional action steps with progress-monitoring timelines.

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

The following support will be provided: District Spring Data Conference protocols and professional development, access to Fall and Spring Benchmark data, DCA results, student growth dashboards, subgroup accountability reports, intervention planning templates, HQIM instructional resources, and targeted coaching from Instructional Coaches, DCSI, and Principal Supervisor to strengthen data analysis, instructional planning, and intervention effectiveness.

Milestone 9

Description – What specific action or deliverable will be completed?

9. Impact Focus Meeting #3 – Countdown to STAAR: Final Instructional Priorities and Accountability Readiness. The Campus Principal will present the campus Countdown to STAAR action plan during Impact Focus Meeting #3 to the Superintendent, DCSI, Principal Supervisor, and Cabinet leaders. The presentation will include an analysis of Spring Benchmark data, progress toward 2026–2027 campus accountability targets, student performance at Approaches, Meets, and Masters, and state and federal accountability subgroup performance. Principals will identify remaining instructional gaps, priority TEKS, students requiring accelerated support, and high-leverage instructional strategies leading into STAAR. District leadership will provide targeted feedback, establish final commitments, and identify high-leverage next steps to ensure campus readiness for STAAR.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, DCSI, Principal Supervisor, and Executive District Leadership

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

Evidence of completion will be: Completed Impact Focus Meeting #3 presentation, Countdown to STAAR action plan, Spring Benchmark analysis, campus accountability projections, updated student growth dashboards, subgroup performance reports, priority TEKS analysis, targeted intervention plans, updated teacher support tiers, leadership feedback protocols, and documented district commitments with measurable action steps.

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

The following support will be provided: Impact Focus Meeting presentation template and protocols, Spring Benchmark and DCA assessment data, campus accountability projection tools, student growth dashboards, subgroup analysis reports, instructional walkthrough data, intervention planning resources, HQIM materials, district content specialists, and individualized coaching from the DCSI and Principal Supervisor to refine final instructional priorities and maximize student achievement before STAAR.

Milestone 10

Description – What specific action or deliverable will be completed?

10. End-of-Year (EOY) Principal T-PESS Conference – Leadership Effectiveness and Campus Improvement Evaluation. The Campus Principal will participate in an End-of-Year (EOY) T-PESS Conference with the Principal Supervisor and DCSI to evaluate leadership effectiveness, progress toward 2026–2027 campus improvement goals, and implementation of high-leverage instructional priorities. The conference will include a comprehensive review of T-PESS leadership standards, instructional walkthrough trends, teacher coaching effectiveness, PLC implementation, student achievement data, intervention outcomes, and progress toward campus accountability targets. Principals will reflect on leadership accomplishments, analyze evidence of instructional improvement, identify areas for continued growth, and evaluate the effectiveness of campus improvement strategies.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Principal Supervisor, and DCSI

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

Evidence of completion will be: Completed EOY T-PESS evaluation and conference documentation, principal self-assessment and reflection, evidence aligned to T-PESS leadership standards, instructional walkthrough and coaching trends, PLC implementation data, student achievement and growth reports, campus improvement goal progress, final leadership feedback, and documented professional growth goals for the upcoming school year.

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

The following support will be provided: T-PESS evaluation framework and EOY conference protocols, campus assessment dashboards, instructional walkthrough and coaching documentation, PLC monitoring evidence, campus improvement plan progress reports, student achievement and subgroup performance data, leadership reflection tools, and individualized coaching from the Principal Supervisor and DCSI to support continuous leadership development and strategic planning for the 2027–2028 school year.

Milestone 11

Description – What specific action or deliverable will be completed?

11. Year #2 School Improvement Plan Evaluation, Strategic Plan Refinement, and Accountability Target Setting. District and campus leadership teams will conduct a comprehensive evaluation of Year 1 implementation and outcomes across all School Improvement Plans to determine the effectiveness of improvement strategies, instructional practices, leadership actions, and district supports. Using 2027 accountability results, student growth data, subgroup performance, instructional walkthrough trends, and progress-monitoring evidence, teams will identify successful practices, persistent instructional gaps, and opportunities for improvement. Findings will guide district- and campus-level revisions to school improvement priorities, measurable performance targets, intervention systems, professional development, teacher support tiers, and leadership monitoring protocols. Created revised Year 2 School Improvement Plans to strengthen implementation and accelerate student achievement.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Supervisor, Campus Principal, Assistant Principals, Instructional Coaches, and District Teaching & Learning Leadership

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

Evidence of completion will be: Completed Year 1 School Improvement Plan implementation and effectiveness reviews, 2027 accountability and student growth analyses, updated district and campus improvement priorities, revised Year 2 School Improvement Plans, measurable campus and subgroup performance targets, updated teacher support tiers, student growth trackers, revised intervention and professional development plans, and documented district and campus leadership commitments with progress-monitoring timelines.

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

The following support will be provided: District School Improvement Plan evaluation protocols, 2027 accountability reports, student achievement and growth dashboards, subgroup performance data, instructional walkthrough and PLC implementation evidence, district improvement planning templates, accountability target-setting tools, professional development resources, and collaborative planning and individualized coaching from the DCSI, Principal Supervisor, and Teaching & Learning leadership to strengthen district and campus systems and ensure alignment of Year 2 improvement strategies.

Milestone 12

Description – What specific action or deliverable will be completed?

12. Beginning-of-Year (BOY) Principal T-PESS Conference and Leadership Target Goal Setting. The campus principal will participate in a Beginning-of-Year (BOY) T-PESS Conference with the Principal Supervisor and DCSI to establish measurable leadership performance goals aligned to the 2027–2028 School Improvement Plan, campus accountability targets, and district instructional priorities. Principals will evaluate prior-year leadership performance, identify strengths and areas for growth, and establish high-leverage leadership actions focused on instructional excellence, teacher development, student achievement, and continuous campus improvement. Individual leadership goals will include measurable outcomes, implementation timelines, and progress-monitoring expectations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Principal Supervisor, and the DCSI

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

Evidence of completion will be: Completed BOY T-PESS Conference documentation, principal self-assessment, measurable leadership performance goals, aligned campus improvement priorities, leadership action plans, and documented coaching commitments.

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

The following support will be provided: T-PESS evaluation framework, BOY conference protocols, prior-year accountability and leadership performance data, district improvement priorities, leadership goal-setting templates, and individualized coaching from the DCSI and Principal Supervisor.

Milestone 13

Description – What specific action or deliverable will be completed?

13. District Quarterly Observation & Feedback Walk – Campus principals alongside the DCSI or Principal Supervisor will conduct quarterly observation & feedback walks monitoring instructional implementation and leadership effectiveness. Based on the quarterly observation & feedback walks, the DCSI or Principal Supervisor will provide the principal with high leverage leadership next steps.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principals, Instructional Coaches, DCSI, Principal Supervisor, and District Content Specialists

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

Evidence of completion will be: Completed District Observation & Feedback Walk protocols, T-TESS and LIFT observation documentation, classroom walkthrough data, campuswide instructional trend analysis, documented Praise, Polish, and Next Steps, updated teacher coaching priorities, principal leadership action plans, and evidence of follow-up monitoring and instructional improvement.

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

The following support will be provided: District Observation & Feedback Walk protocols, T-TESS framework, LIFT Observation and Feedback tool, district instructional look-fors, classroom observation and data collection tools, student achievement and assessment data, instructional coaching resources, and individualized feedback and follow-up coaching from the DCSI and/or Principal Supervisor to strengthen leadership effectiveness, instructional consistency, and campus improvement outcomes.

Milestone 14

Description – What specific action or deliverable will be completed?

14. Fall Data Conferences, Accountability Progress Monitoring, and Targeted Intervention Planning. The campus principal will facilitate Fall Data Conferences to evaluate progress toward 2027–2028 campus accountability and student growth targets. Leadership teams and teachers will analyze Fall Benchmark results, District Common Assessments, student performance at Approaches, Meets, and Masters, and performance across accountability subgroups. Conferences will evaluate the effectiveness of Tier 1 instruction, differentiated supports, special population accommodations, and intervention systems. Teachers will update individual student goals, identify priority TEKS, revise small-group instructional plans, and establish measurable intervention commitments. Campus leadership will monitor implementation and provide targeted coaching to accelerate student growth.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principals, Instructional Coaches, Teachers, DCSI, and Principal Supervisor

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

Evidence of completion will be: Completed Fall Data Conference protocols, Fall Benchmark and DCA analyses, updated campus and student growth targets, subgroup performance reports, revised intervention plans, priority TEKS documentation, updated student trackers, teacher instructional commitments, and progress-monitoring schedules.

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

The following support will be provided: District Data Conference protocols, assessment dashboards, accountability and subgroup reports, student growth tracking tools, intervention planning templates, differentiated instructional resources, special population support guidance, and individualized coaching from campus and district instructional leadership.

Milestone 15

Description – What specific action or deliverable will be completed?

15. Midyear Impact Focus Meeting – School Improvement Progress and Instructional Strategy Refinement. The campus principal will present a mid-year School Improvement Plan progress review during the Impact Focus Meeting to the Superintendent, DCSI, Principal Supervisor, and Cabinet leaders. The presentation will evaluate progress toward campus accountability targets, student achievement and subgroup growth, implementation of instructional strategies, PLC effectiveness, differentiated coaching, and intervention outcomes. Principals will identify persistent instructional gaps, and present revised high-leverage actions for the spring semester. District leadership will provide targeted feedback, establish commitments, and monitor implementation of current district and campus supports, and present high-leverage actions for the spring semester. District leadership will provide targeted feedback, establish commitments, and monitor implementation of the revised improvement priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, DCSI, Principal Supervisor, and District Executive Leadership

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

Evidence of completion will be: Completed Impact Focus Meeting presentation, updated School Improvement Plan progress review, campus accountability projections, student growth and subgroup analyses, instructional walkthrough and PLC implementation trends, revised teacher support tiers, spring intervention priorities, leadership feedback documentation, and district commitments with measurable action steps.

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

The following support will be provided: Impact Focus Meeting presentation templates and protocols, campus accountability dashboards, Fall Benchmark and DCA results, student growth reports, instructional walkthrough data, PLC implementation evidence, intervention planning resources, and individualized coaching from the DCSI and Principal Supervisor.

Milestone 16

Description – What specific action or deliverable will be completed?

16. Year #2 Mid-Year (MOY) Principal Conference – Leadership Performance and Campus Improvement Review. The Campus Principal will participate in a Mid-Year (MOY) Principal Conference with the DCSI and Principal Supervisor to evaluate leadership effectiveness, progress toward 2027–2028 campus improvement goals, and implementation of high-leverage instructional priorities. The conference will include a review of T-PESS leadership standards, instructional walkthrough trends, teacher coaching effectiveness, PLC implementation, student achievement data, intervention progress, and campus accountability targets. Principals will reflect on leadership strengths, identify areas for growth, and establish measurable leadership action steps for the spring semester.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, DCSI, and Principal Supervisor

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

Evidence of completion will be: Completed MOY Principal Conference documentation, T-PESS progress review, leadership self-reflection, instructional walkthrough and coaching data, student achievement trends, updated leadership goals, and documented Praise, Polish, and Next Steps.

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

The following support will be provided: T-PESS evaluation framework, MOY conference protocols, campus assessment dashboards, instructional walkthrough data, teacher coaching documentation, leadership reflection tools, and individualized coaching from the DCSI and Principal Supervisor to strengthen instructional leadership and accelerate campus improvement.

Milestone 17

Description – What specific action or deliverable will be completed?

18. Spring Benchmark Review, Two-Year School Improvement Evaluation, and Sustainability Planning. The district and campus leadership teams will conduct a comprehensive evaluation of two-year School Improvement Plan implementation and student achievement outcomes. Teams will analyze Spring Benchmark and STAAR results as available, campus accountability performance, student growth, subgroup outcomes, instructional walkthrough trends, PLC effectiveness, coaching implementation, and intervention impact. Findings will inform final instructional adjustments, targeted reteaching, and identification of sustainable high-leverage practices. District and campus leaders will develop a continuous improvement and sustainability plan that institutionalizes effective instructional systems, leadership coaching structures, data-driven decision-making, student progress monitoring, and strategic resource allocation to sustain student achievement beyond the two-year improvement cycle.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Supervisor, Campus Principal, Assistant Principals, Instructional Coaches, and District Teaching & Learning Leadership

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

Evidence of completion will be: Spring Benchmark and STAAR data analyses, two-year student achievement and subgroup growth reports, campus accountability performance summaries, School Improvement Plan implementation reviews, documented instructional and leadership improvements, final intervention effectiveness analyses, district and campus sustainability plans, and measurable continuous improvement priorities for the following school year.

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

The following support will be provided: District accountability and assessment reports, two-year student growth dashboards, subgroup performance analyses, instructional walkthrough and coaching evidence, PLC monitoring tools, sustainability planning templates, district resource allocation guidance, and collaborative strategic planning and coaching from the DCSI, Principal Supervisor, and Teaching & Learning leadership.

Milestone 18

Description – What specific action or deliverable will be completed?

18. Year #2: End-of-Year (EOY) Principal T-PESS Conference – Leadership Effectiveness and Campus Improvement Evaluation for going into Year 3. Campus Principal will participate in the (EOY) T-PESS Conference with the Principal Supervisor and DCSI to evaluate leadership effectiveness, final results for the 2027–2028 campus improvement goals, and implementation of high-leverage instructional priorities. The conference will include a comprehensive review of T-PESS leadership standards, instructional walkthrough trends, teacher coaching effectiveness, PLC implementation, student achievement data, intervention outcomes, and progress toward campus accountability targets. The conference will conclude with evidence-based feedback, final leadership performance ratings, and measurable professional growth goals and priorities for the 2028–2029 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Principal Supervisor, and DCSI

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

Evidence of completion will be: Completed EOY T-PESS evaluation and conference documentation, principal self-assessment and reflection, evidence aligned to T-PESS leadership standards, instructional walkthrough and coaching trends, PLC implementation data, student achievement and growth reports, campus improvement goal progress, final leadership feedback, and documented professional growth goals for the upcoming school year.

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

The following support will be provided: T-PESS evaluation framework and EOY conference protocols, campus assessment dashboards, instructional walkthrough and coaching documentation, PLC monitoring evidence, campus improvement plan progress reports, student achievement and subgroup performance data, leadership reflection tools, and individualized coaching from the Principal Supervisor and DCSI to support continuous leadership development and strategic planning for the 2028–2029 school year.

Performance Management

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

District and campus leaders will systematically monitor implementation through a structured cycle of instructional walkthroughs, coaching, PLCs, and student performance analysis.

Weekly Walkthroughs: Campus administrators conduct a minimum of five walkthroughs weekly, providing evidence-based Praise, Polish, and Next Steps.

District Monitoring: The DCSI and Principal Supervisor conduct 2–3 instructional walks weekly at Tier 3 campuses.

Calibration Walks: District leaders conduct calibration walks every nine weeks to monitor instructional alignment and implementation.

PLC Monitoring: Principals monitor lesson internalization, student work analysis, and data-driven instruction.

Student Growth: Leaders analyze exit tickets, DCAs, benchmarks, and student growth dashboards.

Leadership Accountability: Impact Focus Meetings monitor campus action plans, instructional priorities, and measurable outcomes.

Findings guide targeted coaching, professional development adjustments, and high-leverage next steps to accelerate student achievement.

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

The DCSI/Principal Manager, Rosa E. Hernandez, Deputy Chief of School Leadership will be responsible for reviewing progress towards the milestones described in the previous section.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

We will collect this data from learning walks & calibration observations, data from DCA's & Benchmark assessments, surveys from professional development, and PLC agendas, sign-in sheets, and sample artifacts. All artifacts are uploaded into a District Google Tracker with links to artifact/component of the plan.

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

This data is shared in our weekly Chief Academic Officer Meeting with School Leadership, Special Education, and Teaching & Learning by the DCSI. This data is also shared in the monthly Supt/CAO/DCSI meeting and a plan progress update will be shared publicly at our board meeting once a semester.

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	85
Meets Grade Level	45
Masters Grade Level	35

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	85
Meets Grade Level	45
Masters Grade Level	35

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	85
Meets Grade Level	45
Masters Grade Level	35

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?

16

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?

4

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

No

Did your school have a graduation class for the 2025-2026 school year?

No

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

16

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

7

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Duncanville ISD utilizes a comprehensive Principal Dashboard monitored by the District Coordinator of School Improvement (DCSI) and Principal Supervisors to track campus performance, leadership effectiveness, and implementation of school improvement priorities across all campuses, with intensified monitoring for identified school improvement campuses. The dashboard provides a centralized system for reviewing student achievement, attendance, discipline, assessment results, instructional walkthroughs, T-TESS implementation, PLC effectiveness, intervention progress, and campus improvement milestones. Data are reviewed regularly to identify trends, monitor progress toward accountability targets, provide timely leadership feedback, and determine differentiated district supports. This monitoring system strengthens principal accountability, promotes data-driven decision-making, and ensures continuous alignment between district expectations, campus leadership actions, and improved student outcomes.

Upload additional documents (optional):

26-27 Principal Leadership Dashboard - Hernandez_ Leadership Dashboard.pdf
26-27 Principal Leadership Dashboard - Data & Focus Meetings.pdf
26-27 Principal Leadership Dashboard - Campus Touch Points.pdf
MOY Principal Report Template.pdf
Central Fine Arts Academy Impact Focus Meeting #1 (State of School).pdf