



2025-2026

**Turnaround Plans (TAPs), Target Improvement Plan (TIP),
and Local Improvement Plan (LIP)**

Writing Success Stories, One Student At A Time.

Board Policy- AIG (LEGAL)



In compliance with board policy AIG (LEGAL), a district or campus that is assigned a rating of D that qualifies under Education Code 39.0543(b) [see AIA] shall develop and implement a local improvement plan using the guidance provided by TEA.

In compliance with board policy AIG (LEGAL), a campus has been identified as unacceptable for two consecutive school years, the commissioner shall order the campus to prepare and submit a campus turnaround plan or target improvement plan.



Campuses are identified for school improvement interventions under state and/or federal accountability.




State

Federal

Required Interventions for **State** Accountability



If the Consecutive Unacceptable Count is...	...and the overall rating is...	...TEC requires...
0	D	Local Improvement Plan (not submitted to TEA)
1	D or F	Needs assessment, stakeholder engagement, develop and implement a TIP
2	D or F	Needs assessment, stakeholder engagement, develop a TAP and submit for commissioner approval
3 or 4	D or F	Continue to implement commissioner-approved TAP
5	D or F	Closure or Board of Managers

What causes the consecutive unacceptable count to increase?		
1 st or 2 nd D	3 rd + D	F
		

Does not break the chain

Required Interventions for **Federal** Accountability



If the federal identification is...	...and the “fail to exit” count is...	...ESSA and Texas’ ESSA state plan require...
TSI	n/a	Local Improvement Plan (TEA will request random submissions)
ATS	n/a	Local Improvement Plan (TEA will request random submissions)
CSI	0 or 1	Needs assessment, stakeholder engagement, develop and implement a TIP
CSI	2+	Needs assessment, stakeholder engagement, develop a TAP and submit for commissioner approval, implement TAP

2025-2026 Campus Accountability Plans



Campuses are identified for school improvement interventions under state and/or federal accountability.

Campus Name	Support Label	State Plan	Years Unacceptable	Rating 2023	Rating 2024	Rating 2025	ESF Diagnostic	DCSI in ISAM	TAP Consult (Ms. Hobbs)	ESC Performance Management Coaching (Fall)	ESC Performance Management Coaching (Spring)	Eligible for TEA Touchpoints + Site Visits
CHARLES ACTON LEADERSHP ACADEMY	TSI	TIP	1	F	D	D	No	Yes	No	No	No	No
FAIRMEADOWS EL	TSI	LIP	0	D	C	D	No	No	No	No	No	No
H BOB DANIEL SR EL	Comprehensive Identified	TAP	1	F	D	F	No	Yes	Yes	Yes	Yes	Yes
JAMES R BILHARTZ JR EL	Comprehensive Progress	TAP	2	C	F	F	No	Yes	Yes	Yes	Yes	Yes
MERRIFIELD EL	Comprehensive Identified	TAP	2	C	F	F	No	Yes	Yes	Yes	Yes	Yes
S GUS ALEXANDER JR EL	Comprehensive Identified	TAP	3	F	F	F	No	Yes	Yes	Yes	Yes	Yes
WILLIAM H BYRD MIDDLE	Comprehensive Identified	TAP	2	D	F	F	Yes	Yes	Yes	Yes	Yes	Yes

How does a D or F Campus **Exit** School Improvement?



Earn overall A, B, or C Rating

If identified due to low performance:

- Campuses must not rank in their school type's bottom 5% of the Closing the Gaps domain for **two consecutive years** and have Closing the Gaps domain scaled score by the end of the second year that is higher than when **originally identified**.
- When the campus meets these criteria for the first year, the campus is identified as **CSI-Progress**. The second successful year of meeting these criteria, the campus is “exited” and no longer identified as CSI.
- However, **CSI-Progress** identification **does not break or increase the count** of CSI ratings used to determine more rigorous intervention.

District and Campus Alignment



PRIORITY 1:

STUDENT
ACADEMIC
SUCCESS



PRIORITY 2:

STUDENTS,
FAMILIES, AND
COMMUNITY



PRIORITY 3:

PERSONNEL
AND
PROFESSIONAL
DEVELOPMENT



PRIORITY 4:

FISCAL
STEWARDSHIP
AND
OPERATIONAL
EXCELLENCE

Key Areas of Focus



Key areas of focus in the 2025–2026 TAPs, TIP, and LIP include:

- Foundation of Instructional Leadership Practices and Systems (FLIPS)
- Data-Driven Instructional Practices and Students Assessment Cycles
- LASO Capacity Building Supports
- Performance Management Site Visits and Effective Coaching and Feedback Cycles



FLIPS provides a systematic approach to ensure principals and district leaders have the structures, practices, and feedback systems necessary to drive continuous improvement in teaching and learning.

Core Components:

- **Leadership Team Structures:** Establishes clear roles, responsibilities, and meeting cadences (e.g., A-Team, PLC, data meetings).
- **District & Deputy Chief & Region 10 Instructional Walkthrough Systems:** Builds consistency in how leaders monitor Tier I instruction, use data, and give actionable feedback.
- **Coaching & Feedback Cycles:** Embeds regular coaching between supervisors and principals aligned to Get Better Faster and T-TESS/T-PESS indicators.

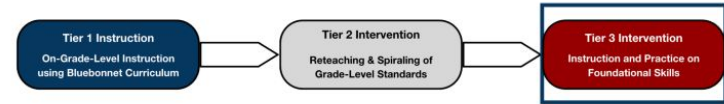




Core Components Continued:

- **Progress Monitoring Systems:** Ensures campuses track key metrics (Domain I, II, III indicators) with fidelity and use them to inform next steps.
- **Data-Driven Decision Making:** Strengthens the use of student achievement, attendance, and discipline data to plan interventions and adjust instruction.
- **Professional Learning Communities (PLCs):** Reinforces standards-based planning, lesson internalization, and collective teacher efficacy.

AES Math Intervention



Tier 3 Math Intervention: WIN Time	
Purpose	<ul style="list-style-type: none">• Address gaps in Instruction and Practice on Foundational Skills
When	<ul style="list-style-type: none">• WIN Time<ul style="list-style-type: none">◦ myPath or Teacher Table
Strategies	<ul style="list-style-type: none">• Direct Teach through Small Group• Use a timer for 12-15 minute groups (2 groups/day)• Post the schedule of small group rotations



District Content Professional Development Series



PROFESSIONAL DEVELOPMENT SERIES 3-5 READING TEACHERS

TOPICS

11/6: Topic: RLA PACE Strategy & Screen-to-Scratch
12/4: ECR's- Unpacking ECR Prompts & AI Tools & Interactive Notebooks
1/15: Instructional Best Practices
2/12: RLA Boot Camp Strategies
3/5: RLA Boot Camp Strategies

DATES, TIME & LOCATION

✓ 4:00 pm to 6:00 pm

Thursday, 11/6, TLC Room 102
Thursday, 12/4, TLC Room 132
Thursday, 1/15, TLC Room 128
Thursday, 2/12, TLC Room 128
Thursday, 3/5, TLC Room 128

HOSTED BY

Erica Reyes, Executive Director of Teaching & Learning
 ereyes@duncanvilleisd.org
 Lakiesha King, Elementary RLA Coordinator
 laking@duncanvilleisd.org
 Rosa E. Hernandez & Dr. April Wyatt
 Deputy Chief of School Leadership

Note:
 This PD counts toward your
 PDCE / Exchange Credit



PROFESSIONAL DEVELOPMENT SERIES 3-5 MATH TEACHERS

TOPICS

11/13: Math PACE Strategy & Screen-to-Scratch
12/11: Unpacking Standards & Interactive Notebooks
1/22: Instructional Best Practices
2/26: Instructional Best Practices
3/12: Math Boot Camp Review

DATES, TIME & LOCATION

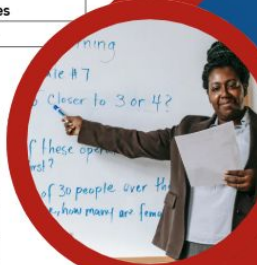
✓ 4:00 pm to 6:00 pm

Thursday, 11/13, TLC Room 128
Thursday, 12/11, TLC Room 128
Thursday, 1/22, TLC Room 102
Thursday, 2/26, TLC Room 128
Thursday, 3/12, TLC Room 128

HOSTED BY

Erica Reyes, Executive Director of Teaching & Learning
 ereyes@duncanvilleisd.org
 Jada Gordon, Elementary Math Coordinator
 jgordon@duncanvilleisd.org
 Rosa E. Hernandez & Dr. April Wyatt
 Deputy Chief of School Leadership

Note:
 This PD counts toward your
 PDCE / Exchange Credit



PROFESSIONAL DEVELOPMENT SERIES 5TH GRADE SCIENCE TEACHERS

PD DATES

Wednesday, 10/29
Wednesday, 11/12
Wednesday, 12/3
Wednesday, 1/7
Wednesday, 1/21
Wednesday, 2/4
Wednesday, 2/18
Wednesday, 3/4
Wednesday, 3/25
Wednesday, 4/8
Wednesday, 4/15

LOCATION & TIMES

- ✓ Alexander Elementary
- ✓ 2:30 pm to 4:30 pm

HOSTED BY

Erica Reyes, Executive Director of Teaching & Learning
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 Kennisha Johnson, K-12 Science Coordinator
 kjohnson@duncanvilleisd.org
 Rosa E. Hernandez & Dr. April Wyatt
 Deputy Chief of School Leadership

Note:
 This PD counts toward your
 PDCE / Exchange Credit



Focus Area #2: Data-Driven Instructional Practices & Student Assessment Cycles



- **Data-Driven Instructional Practices: Creation of Data Systems for each School Improvement Campus**
 - Individual Student Trackers
 - Campus Overall DCA/Benchmarks and i-Ready Tracker
 - Campus Domain 1: Student Achievement Trackers
- **Deputy Chief Data Monthly Data Huddles**
- **Fall/Spring Benchmark Data Conference with all STAAR Teacher**
- **Principal Data-Driven Professional Development**
- **Student Assessment Cycles**



#LEADwithIMPACT

Directions: List out each test question, corresponding TEKS and percentage for each question. Similar to above, for each question use highlighting to indicate whether each specific question is **Below** or **Meets** the cut score for approaches and the campus-identified mastery percentage. Identify if your data is teacher concern or grade level concern.

Questions Missed (TEKS)										Questions Missed (TEKS)									
Cut Score @ >35 %										Cut Score @ >35 %									
1 72%	2 54%	3 30%	4 68%	5 44%	6 80%	7 76%	8 35%	9 27%	10 30%	11 35%	12 35%	13 35%	14 35%	15 35%	16 35%	17 35%	18 35%	19 35%	20 35%
Mastery is @ >59 %										Mastery is @ >59 %									
1 72%	2 54%	3 30%	4 68%	5 44%	6 80%	7 76%	8 35%	9 27%	10 30%	11 35%	12 35%	13 35%	14 35%	15 35%	16 35%	17 35%	18 35%	19 35%	20 35%

Dig Deeper: Review the two lowest TEKS. Identify why the students missed the question/problem and how the teacher plans to reteach. Ensure you have your test to review how the question was asked.

Question # TEKS# % Passing	Why did students miss the question/problem?	Reteach/Solution
Question #3 TEKS: 3.5B Passing 27%	My students did not set up the problem right or didn't read the 36 members vs how many chairs. lead4ward IQ Tool for 3.4K 3.5B 3.4E.pdf 3rd grade Math EOM Module 1 DA.pdf ans_hsy_19269.xlsx	Reteach students how to do the RDW model. Also teach them the strip diagram.
Question #4 TEKS: 3.4K Passing 0%	My students did not lead4ward IQ Tool for 3.4K 3.5B 3.4E.pdf 3rd grade Math EOM Module 1 DA.pdf ans_hsy_19269.xlsx	Reteach students know who to set up the problem.

Focus Area #3: LASO Capacity Building Supports



Alignment of School Leadership & Curriculum Vision & Support

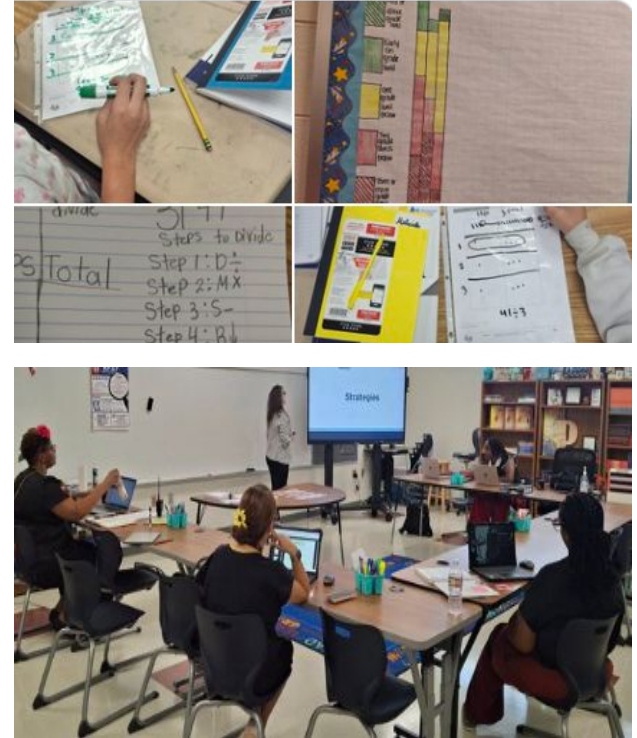
- School Leadership
- Curriculum & Instruction
- Sustained

Building Leadership Capacity

- Principal
- Assistant Principal
- Instructional Coaches

Sustained PLC Partnership:

- Each school improvement campus receives 2 half days per a week of curriculum implementation support through PLC
- Each school improvement campus receives observation and feedback on implementation of HQIMs



Focus Area #4: Performance Management Site Visits & Effective Coaching & Feedback Cycles

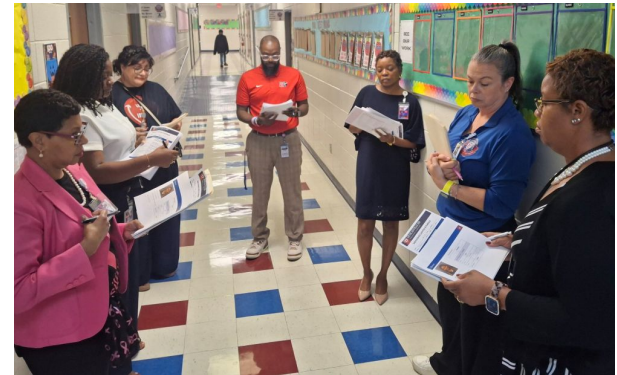


Performance Management Site Visits:

- Region 10 Consultant, Ms. Jade Hobbs, provides direct support and coaching for each SI campus.
- Monthly Site Visits conducted to review progress and implementation fidelity of TAP and TIP plans.
- Instructional Walks conducted monthly to monitor instructional rigor and alignment to TEKS and HQIMs.

Effective Coaching and Feedback Cycles:

- DSCI/Deputy Chief conducts:
 - Two Instructional Walks per month for each School Improvement (SI) campus.
 - Weekly Coaching Visits (focus areas: attendance, student achievement data, operations, PLC, instructional upgrades, and high leverage next steps).
- Collaborative Instructional Walks conducted once a month between DSCI/Deputy Chief and SI campuses to calibrate feedback and next steps.



Campus Accountability Plans



Campuses are identified for school improvement interventions under state and/or federal accountability.

Turnaround Plans (TAP):

- S. Gus Alexander Jr. Elementary
- James R. Bilhartz Jr. Elementary
- Merrifield Elementary
- H.B. Daniel Sr. Elementary School
- William H. Byrd Middle School

Target Improvement Plan (TIP):

- Charles Acton Leadership Academy

Local Improvement Plan (LIP):

- Fairmeadows Elementary





- As the DCSI for Duncanville ISD, I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- As the DCSI for Duncanville ISD, I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Turnaround Plan, Targeted Improvement Plan, or Local Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- As the DCSI for Duncanville ISD, I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, place of the meeting, and the plan.
- As the DCSI for Duncanville ISD, I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.



Questions?

Writing Success Stories, One Student At A Time.