

Dallas Independent School District



105 Arcadia Park Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

Table of Contents

Goal 1 : Student achievement on the third-grade state assessment in reading/writi...	3
Goal 2 : Student achievement on the third-grade state assessment in mathematics...	8
Goal 3 : Student achievement on the state assessments in reading/writing in Doma...	9
Goal 4 : Student achievement on the state assessments in mathematics in Domain ...	13
Goal 5 : The percent of graduates meeting the criteria for college, career, or militar...	16

Goal 1

Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 1

Kindergarten student achievement at or above the 50th percentile (one grade level below or higher) on a TEKS aligned assessment (iReady) at end-of-year in reading will remain above 85% by June 2027.

Evaluation Data Source: iReady

Strategy 1

Teachers, including Kindergarten, will administer checks for understanding and other formative and summative assessments on a digital platform (iReady) per the scope and sequence.

Strategy's Expected Result/Impact: Increase student reading proficiency at the foundational level. Prepare students for meets and mastery level performances on STAAR.

Staff Responsible for Monitoring: Teachers and Students

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.

Continued fidelity of interventions and systematic reading instruction and progress monitoring.

Performance Objective 2

Grades 1 and 2 student achievement at or above the 50th percentile (one grade level below or higher) on a TEKS aligned assessment (iReady) at end-of-year in reading will remain above 85% by June 2027.

Evaluation Data Source: iReady

Strategy 1

Teachers, including Grade 1 and Grade 2, will administer checks for understanding and other formative and summative assessments on a digital platform (iReady) per the scope and sequence.

Strategy's Expected Result/Impact: Increase student reading proficiency at the foundational level. Prepare students for meets and mastery level performances on STAAR.

Staff Responsible for Monitoring: Teachers and Students

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.

Continued fidelity of interventions and systematic reading instruction and progress monitoring.

Performance Objective 3

Grade 2 Emergent Bilingual student achievement at or above the 50th percentile (one grade level below or higher) on a TEKS aligned assessment (iReady) at end-of-year in reading will be 85% by June 2027.

Evaluation Data Source: iReady

Strategy 1

Teacher, including Grade 2, will administer checks for understanding and other formative and

summative assessments on a digital platform (iReady) per the scope and sequence.

Strategy's Expected Result/Impact: Increase student reading proficiency at the foundational level. Prepare students for meets and mastery level performances on STAAR.

Staff Responsible for Monitoring: Teachers and Students

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.

Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.

Continued fidelity of interventions and systematic reading instruction and progress monitoring.

Performance Objective 4 **High Priority**

The Spring STAAR data will reflect 90% approaches, 60% meets, and 30% mastery (Domain I of an A) in the areas of reading, math, and science.

Evaluation Data Source: STAAR

Strategy 1

The campus instructional leadership team (CILT) will facilitate grade level professional learning communities and vertical PLCs that align to district curriculum tools and local/state assessments, analyze data, and plan weekly for instruction to focus on increasing rigor, aligning instruction through resources, and using data to inform instruction to mitigate learning loss.

Strategy's Expected Result/Impact: Increased student performance including increases in the percentage of students in Meets and Masters standard.

Staff Responsible for Monitoring: CILT, Teachers, Students, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

February

June

Strategy 2

Teachers in grades PK-6 will participate in job embedded, web-based, and differentiated professional development that will support increased knowledge of reading, writing, math, and science lesson design and delivery utilizing purchased instructional resources not limited to Sirius, Prodigy, Education Galaxy, Nearpod, and Flocabulary.

Strategy's Expected Result/Impact: Increased student performance including increases in the percentage of students in Meets and Masters standard.

Staff Responsible for Monitoring: CILT, Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

February

June

Strategy 3

Teachers will provide extended learning opportunities, including Saturday school and tutoring for students reading below grade level using purchased resources to improve student achievement and providing resources to parents to support.

Strategy's Expected Result/Impact: Increased student performance including increases in the percentage of students in Meets and Masters standard.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.

Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.

Continued fidelity of interventions and systematic reading instruction and progress monitoring.

Goal 2

Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 1

Students, including Grades 2 and 3, student achievement at or above the 50th percentile (one grade level below or higher) on a TEKS aligned assessment (iReady/STAAR) at end-of-year in mathematics will increase from 85% to 90% by June 2027.

Evaluation Data Source: iReady

Strategy 1

Teachers in Kindergarten-6th Grade will build number sense and mathematical concepts by building math fluency through weekly drills and high level math tasks.

Strategy's Expected Result/Impact: Increase student math fluency at the foundational level and prepare students for Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: CILT, Teachers, Administration

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.

Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Goal 3

Student achievement on the state assessments in reading/ writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Performance Objective 1 High Priority

Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment (STAAR) in reading will increase from 57% to 75% by June 2027. (awaiting data)

Evaluation Data Source: STAAR

Strategy 1

Teachers, including Grade 6, will administer checks for understanding and other formative and summative assessments on a digital platform (iReady) per the scope and sequence and weekly exit tickets (All in Learning).

Strategy's Expected Result/Impact: Increase student reading proficiency at the foundational level and prepare students for Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: Teachers, Students, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.

Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.

Continued fidelity of interventions and systematic reading instruction and progress monitoring.

Performance Objective 2 High Priority

The Spring STAAR data will reflect 90% approaches, 60% meets, and 30% mastery (Domain I of an A) in the areas of reading, math, and science.

Evaluation Data Source: STAAR

Strategy 1

The campus leadership team will facilitate grade level professional learning communities and vertical PLCs that align to district curriculum tools and local/state assessments, analyze data, and plan weekly for instruction to focus on increasing rigor, aligning instruction through resources, and using data to inform instruction to mitigate learning loss.

Strategy's Expected Result/Impact: Increase student performance including increases in the percentage of students at Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: CILT, Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

February

June

Strategy 2

Teachers in grades PK-6 will participate in job embedded, web-based, and differentiated professional development that will support increased knowledge of reading, writing, math, and science lesson design and delivery utilizing instructional resources not limited to Sirius, Prodigy, Education Galaxy, Nearpod, and Flocabulary.

Strategy's Expected Result/Impact: Increase student performance including increases in the percentage of students at Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: CILT, Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

February

June

Strategy 3

Teachers will provide extended learning opportunities, including Saturday school and tutoring for students reading below grade level.

Strategy's Expected Result/Impact: Increase student performance including increases in the percentage of students at Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.	Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.	Continued fidelity of interventions and systematic reading instruction and progress monitoring.

Goal 4

Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Performance Objective 1

Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment (STAAR) in mathematics will increase from 70% to 90% by June 2027. (awaiting data)

Evaluation Data Source: STAAR

Strategy 1

Teachers, including Grade 6, will administer checks for understanding and other formative and summative assessments on a digital platform (iReady) per the scope and sequence and weekly exit tickets (All in Learning).

Strategy's Expected Result/Impact: Increase student math fluency at the foundational level and prepare students for Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: Teachers, Students, Administration

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

February

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.

Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Performance Objective 2

The Spring STAAR data will reflect 90% approaches, 60% meets, and 30% mastery (Domain 1 of an A) in the areas of reading, math, and science.

Evaluation Data Source: STAAR

Strategy 1

The campus leadership team will facilitate grade level professional learning communities and vertical PLCs that align to district curriculum tools and local/state assessments, analyze data, and plan weekly for instruction to focus on increasing rigor, aligning instruction through resources, and using data to inform instruction to mitigate learning loss.

Strategy's Expected Result/Impact: Increase student performance including increases in the percentage of students at Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: CILT, Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

February

June

Strategy 2

Teachers in grades PK-6 will participate in job embedded, web-based, and differentiated professional development that will support increased knowledge of reading, writing, math, and science lesson design and delivery utilizing instructional resources not limited to Sirius, Prodigy, Education Galaxy, Nearpod, and Flocabulary.

Strategy's Expected Result/Impact: Increase student performance including increases in the percentage of students at Meets and Mastery level performances on STAAR.

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

October

February

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.

Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.

Continued fidelity of interventions and systematic reading instruction and progress monitoring.

Goal 5

The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 1 High Priority

Family and community engagement will increase to 70% by June 2027 as a collaboration to support student achievement.

Evaluation Data Source: Parent Survey
Sign In Sheets

Strategy 1

Families will support their child's instructional growth by offering at minimum 10 opportunities to collaborate with the campus (i.e Coffee with the Principal, PTA, Family Nights, Open House, Parent Conferences, and Title I Meetings).

Strategy's Expected Result/Impact: Increased parent involvement in their child's education to support collaboration and academic growth.

Staff Responsible for Monitoring: Parent Support Specialist, Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

February

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

More than 50% of our dual language learners are failing Reading and Math STAAR in Spanish as compared to their peers in English.

Students are demonstrating a need for resources to become more familiar with the academic language for Math and Reading in English and Spanish. Data is supporting a strength in English versus Spanish.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

29% of students are at least two grade levels below in reading as evidenced by iReady data from 2025-2026 EOY assessments.

Continued fidelity of interventions and systematic reading instruction and progress monitoring.