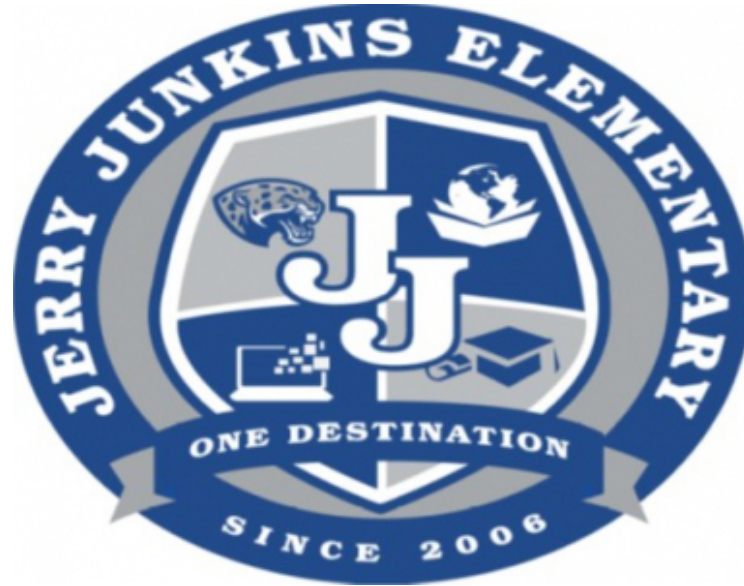


Dallas Independent School District
279 Jerry R. Junkins Elementary School
2026-2027 Campus Improvement Plan



Mission Statement

Our mission is to provide a supportive culture for twenty-first century learners to reach their academic destination and become productive citizens of the world.

Core Values

Academic Excellence

Growth Mindset

Inspiring Relationships

High Expectations

Vision

Jerry Junkins seeks to be a premier elementary school by creating global citizens through setting and achieving high expectations for students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

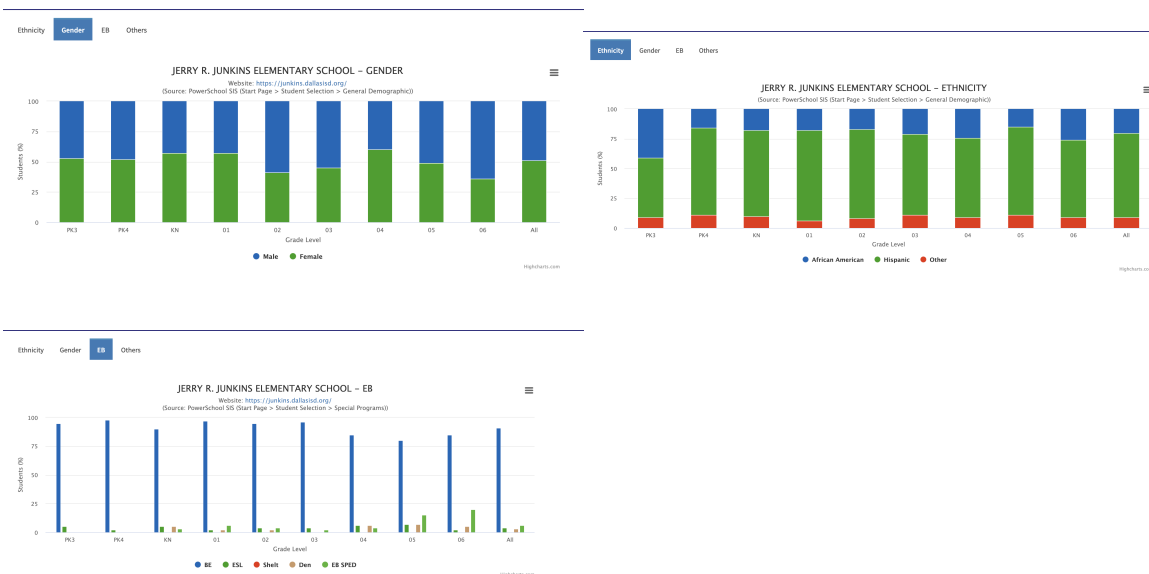
Jerry R. Junkins Elementary School is located in Carrollton, Texas, near the intersection of Marsh Lane and Running Duke Drive. As a Title I and open-enrollment campus, Junkins serves an average of approximately 730 students in grades Pre-K3 through 6th grade. According to My Data Portal, the campus enrollment as of May 1, 2025, was 685 students.

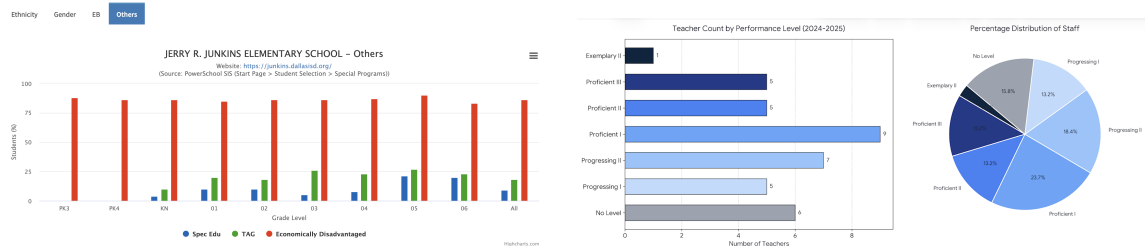
The student population is diverse, consisting of 70.5% Hispanic, 20.2% African American, 3.7% White, 1.1% Asian, 1.7% American Indian, and 2.8% Multiracial students. The gender distribution is balanced, with 50.6% female students and 49.4% male students.

Junkins Elementary serves a significant population of Emergent Bilingual (EB) and English Learner (EL) students, with 450 students identified in these categories. Of these students, 409 participate in the campus Dual Language Program, reflecting the school's commitment to bilingualism, biliteracy, and multicultural competence.

In addition, the campus serves a diverse range of learners and student groups. A total of 124 students (17.6%) have been identified as Talented and Gifted (TAG), while 66 students (9.4%) receive Special Education services. Furthermore, 608 students (86.4%) are identified as economically disadvantaged.

The demographic composition of Jerry R. Junkins Elementary reflects a vibrant and diverse learning community. The campus remains committed to providing equitable access to high-quality instruction, targeted supports, and enrichment opportunities that meet the academic, social, and emotional needs of all students while fostering a culture of excellence, inclusion, and achievement.





Demographics Strengths

Campus Strengths

Jerry R. Junkins Elementary School demonstrates several significant strengths that contribute to a rich and supportive learning environment for students. One of the campus's greatest assets is its cultural and linguistic diversity, with a large population of Emergent Bilingual and English Learner students who are supported through a robust Dual Language Program serving over 400 students. This program promotes bilingualism, biliteracy, and cultural competence while preparing students to thrive in an increasingly global society.

Another notable strength is the campus's commitment to meeting the needs of diverse learners. With a strong Talented and Gifted population, specialized services for students receiving Special Education support, and targeted interventions for economically disadvantaged students, the school provides multiple pathways for student success. The balanced student demographics and inclusive learning environment foster a sense of belonging and equity for all learners.

Additionally, Junkins benefits from a dedicated staff and strong family engagement. As an open-enrollment campus, the school continues to attract families who value its academic programs, supportive culture, and commitment to student achievement. The high enrollment numbers reflect the confidence families place in the campus and its ability to provide a quality educational experience.

Overall, the diversity of the student population, the strength of the Dual Language Program, the commitment to serving all learners, and the collaborative partnership between staff and families position Jerry R. Junkins Elementary as a campus well-equipped to support academic excellence, student growth, and future success.

Another significant strength of Jerry R. Junkins Elementary School is the wide variety of extracurricular opportunities available to students. Through the dedication and commitment of our teachers and staff, students are able to participate in enriching activities such as chess, cheerleading, volleyball, soccer, basketball, robotics, Esports, dance, gardening club, Destination Imagination, art club, and many other programs. These opportunities allow students to develop leadership skills, teamwork, creativity, problem-solving abilities, and a stronger connection to the school community while exploring their interests beyond the classroom.

Additionally, the campus demonstrates a strong commitment to academic achievement through data-driven intervention systems. Teachers regularly analyze student performance data to provide targeted support through tutoring sessions during the week and on Saturdays, as well as daily small-group instruction five days a week. These interventions are strategically designed to address individual student needs, close learning gaps, and accelerate academic growth. The combination of robust academic supports and diverse extracurricular opportunities creates a well-rounded educational experience that promotes student success, engagement, and college and career readiness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High Percentage of Economically Disadvantaged Students Jerry R. Junkins Elementary School has a high percentage of students identified as economically

disadvantaged, which represents approximately 86-87% of the students. Many of these students may experience barriers outside of school that can impact attendance, academic performance, English language development, and social-emotional well being.

Root Cause: Many families face socioeconomic challenges such as limited access to stable housing, healthcare, reliable transportation, and technology resources create barriers to consistent attendance and engagement in learning. Additionally, families balancing multiple jobs, financial responsibilities, or other stressors may have less time and resources to support academic learning at home.

Student Learning

Student Learning Summary

Preliminary STAAR, i-Ready, TX-KEA, and TELPAS results will be used to establish campus goals and serve as key data sources within the Campus Improvement Plan (CIP). Current data indicate declines in Domains I, II, and III compared to the previous year, as reflected in the district school profile reports. Contributing factors include significant staff transitions involving grade-level and content-area changes, student and staff attendance challenges, low staff morale, and inconsistent classroom behavior management practices.

To address these challenges, the campus implemented intensive intervention plans designed to support both teachers and students. The strategic use of small-group instruction has strengthened intervention efforts by allowing teachers to target specific learning needs and address skill gaps more effectively. Particular attention continues to be given to students in Special Education, Section 504, Emergent Bilingual, and African American student groups, as these populations have not consistently met performance targets. The campus has developed targeted supports, including tutoring, small-group instruction, MTSS interventions, HB 1416 accelerated instruction, and Saturday learning opportunities to improve outcomes for these students.

Junkins remains committed to a data-driven approach through weekly data review and planning meetings, where teachers analyze student performance, identify misconceptions, plan reteach opportunities, and adjust instruction accordingly. These collaborative efforts resulted in improvements in weekly assessment performance and common assessment results, demonstrating the positive impact of targeted instructional planning and intervention.

Student Learning Strengths

Strengths

Growth in Reading and Writing Achievement

STAAR and district SMC data indicate continued academic growth in reading and writing across multiple grade levels. Through intentional, growth-focused instruction, targeted interventions, and consistent progress monitoring, students are demonstrating increased proficiency and stronger literacy skills. The campus remains committed to building on this momentum to ensure continued academic success for all learners.

Strong Support for Emergent Bilingual Students

Junkins Elementary has established a strong foundation for supporting Emergent Bilingual students through its Dual Language Program, targeted language development instruction, and TELPAS preparation efforts. These supports reflect the campus's commitment to helping students develop English language proficiency while achieving academic success in all content areas. The school continues to promote bilingualism, biliteracy, and multicultural competence as key strengths of its instructional program.

Data-Driven Instruction and Targeted Interventions

The campus utilizes a comprehensive system of data analysis and progress monitoring to inform instructional decisions. Teachers regularly analyze STAAR, SMC, i-Ready, classroom assessment, and progress-monitoring data to identify student needs and provide timely interventions. This data-driven approach allows for targeted support, acceleration, and reteaching opportunities that help students make measurable academic gains.

Comprehensive Student Support Systems

Junkins maintains strong systems for monitoring student performance and ensuring individualized support. The campus closely tracks grades, attendance, retention indicators, special education services, English learner progress, and intervention outcomes to identify students who may require additional support. Through collaboration among teachers, interventionists, counselors, and administrators, students receive the resources and services needed to support their academic, social, and emotional growth.

Commitment to Academic Growth for All Students

Despite serving a high-needs population, Junkins Elementary maintains a strong focus on continuous improvement and student achievement. The campus emphasizes measurable yearly growth for all student groups and remains committed to providing equitable access to high-quality instruction and support services. This dedication to academic excellence aligns with TEA accountability standards and reflects the school's belief that all students can achieve success when provided with the appropriate opportunities and supports.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Junkins Elementary demonstrates a strong commitment to student achievement and growth. Student performance data indicates continued progress in reading, while mathematics and science remain areas of focus for improvement. TELPAS results highlight the need for enhanced language development supports for EB students. Campus will continue attendance initiatives and targeted interventions.

Root Cause: Learning gaps in mathematics, science, and language development, combined with attendance challenges and the need for more targeted support for students in subgroups Emergent Bilingual and economically disadvantaged, continue to impact student achievement and growth.

School Processes & Programs

School Processes & Programs Summary

Junkins Elementary School implements a rigorous, TEKS-aligned High-Quality Instructional Materials (HQIM) curriculum that emphasizes literacy, mathematics, science, bilingual education, and targeted intervention supports. Instructional decisions are guided by multiple data sources, including STAAR, TELPAS, i-Ready, SMC assessments, and classroom-based formative assessments to ensure teaching is responsive to student needs and focused on continuous academic growth. Teachers use this data to identify learning gaps, monitor progress, and provide differentiated instruction and targeted interventions that support student achievement.

The campus fosters a culture of continuous improvement through ongoing professional development, collaborative planning structures, and shared leadership and decision-making processes. Administrators provide consistent coaching and feedback to teachers through weekly Professional Learning Communities (PLCs), instructional walkthroughs, and professional development sessions designed to strengthen instructional practices and improve student outcomes. Strong partnerships with families are maintained through regular communication and engagement opportunities that support student success both at school and at home.

Junkins also maintains clear systems and procedures to support student behavior, safety, and a positive learning environment. Schoolwide expectations, behavior management systems, restorative practices, and proactive supervision structures help ensure that students learn in a safe, orderly, and supportive setting where they can thrive academically and socially. In addition, students benefit from a comprehensive network of support services, including special education, counseling, multilingual services, attendance interventions, and social-emotional supports designed to meet the diverse needs of the school community.

The campus Media Specialist plays an active role in supporting student learning through consistent literacy and technology integration programs. The library is included in the specials rotation, providing students with regular opportunities to develop reading habits, research skills, digital literacy, and responsible technology use. Through book fairs, literacy events, author visits, partnerships with community organizations, and technology-focused lessons, students are encouraged to become lifelong learners and readers.

Beyond the classroom, Junkins provides a wide variety of extracurricular and enrichment opportunities that promote leadership, creativity, critical thinking, collaboration, and college and career readiness. Students can participate in programs such as robotics, chess, Esports, Destination Imagination, soccer, volleyball, basketball, art club, garden club, and UIL academic competitions. The campus also integrates technology across content areas to enhance instruction, increase student engagement, and prepare students with the skills needed to succeed in a rapidly changing world. These programs and experiences contribute to the development of well-rounded learners while fostering a positive and engaging school environment.

School Processes & Programs Strengths

Strengths

Strong Instructional Program and Data-Driven Practices

Junkins Elementary implements a rigorous, TEKS-aligned curriculum supported by High-Quality Instructional Materials (HQIM) and a strong culture of data-driven instruction. Teachers regularly analyze STAAR, TELPAS, i-Ready, SMC, and classroom assessment data to identify student needs, monitor progress, and provide targeted interventions that promote academic growth and achievement.

Robust Professional Learning and Instructional Support

The campus maintains a strong system of professional learning through weekly PLCs, ongoing professional development, instructional coaching, and administrator feedback. These structures promote collaboration, continuous improvement, and the implementation of effective instructional practices across all grade levels and content areas.

Comprehensive Student Support Systems

Junkins provides a wide range of academic, behavioral, and social-emotional supports to meet the diverse needs of its students. Through special education services, multilingual programs, counseling supports, attendance interventions, and targeted academic interventions, the campus ensures students receive individualized assistance to support their success.

Positive School Culture and Effective Behavior Systems

The campus has established clear expectations, behavior management systems, and safety procedures that foster a safe, orderly, and productive learning environment. Consistent implementation of schoolwide systems supports positive student behavior, maximizes instructional time, and promotes a strong sense of belonging among students and staff.

Strong Literacy and Technology Integration

The Media Center serves as an integral part of the instructional program and is included in the specials rotation. Through literacy initiatives, technology instruction, book fairs, author visits, library partnerships, and digital citizenship lessons, students develop strong reading habits, research skills, and technology competencies that support lifelong learning.

Diverse Extracurricular and Enrichment Opportunities

Junkins offers a broad range of extracurricular activities that enrich the student experience and support the development of leadership, teamwork, creativity, and problem-solving skills. Students have opportunities to participate in robotics, chess, Esports, Destination Imagination, soccer, volleyball, basketball, art club, garden club, and UIL academic competitions, helping to create a well-rounded educational experience.

Strong Family and Community Engagement

The campus prioritizes meaningful communication and partnerships with families and community stakeholders. Through ongoing engagement efforts, collaborative decision-making, and community partnerships, Junkins fosters a supportive school culture that strengthens student success and school improvement efforts.

Commitment to Equity and Student Growth

Despite serving a high-needs population, Junkins remains committed to ensuring all students have access to high-quality instruction, intervention supports, enrichment opportunities, and resources necessary to achieve academic success. The campus maintains a strong focus on continuous improvement and measurable growth for every student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Junkins Elementary implements effective schoolwide systems that support academic achievement, student engagement, and positive school culture. The campus uses data-driven instruction, targeted interventions, collaborative planning, PD, strong family engagement, and student support services. Additionally, clear behavior expectations and consistent management systems foster safety and productivity.

Root Cause: While effective systems and supports are in place, inconsistent implementation of instructional, intervention, and behavior management practices across classrooms can limit their overall impact on student achievement, engagement, and school culture. Continued monitoring, accountability, and capacity-building are needed to ensure consistent execution schoolwide.

Perceptions

Perceptions Summary

Junkins Elementary utilizes multiple sources of stakeholder feedback, including surveys, interviews, parent engagement data, staff and student input, and communication metrics to drive continuous improvement and strengthen the overall school culture. Feedback consistently reflects a positive campus climate characterized by collaboration, student-centered decision-making, strong family involvement, and a shared commitment to student success. Campus leaders and teachers actively seek input from parents and community stakeholders to refine school practices, improve events and operational procedures, and ensure that the needs of students and families are effectively addressed.

The school places a high value on open communication, meaningful community partnerships, volunteer involvement, and strong relationships among staff, students, and families. A dedicated Parent Instructional Specialist serves as a key liaison between the school and the community, leading efforts to enhance family engagement, improve communication, connect families with community resources, and support parents in becoming active partners in their children's education. Through ongoing professional support, collaborative leadership structures, and shared decision-making processes, the campus fosters staff engagement, trust, and organizational stability while promoting a culture of continuous growth and improvement.

Perceptions Strengths

Strengths – Campus Perceptions

Strong Positive School Culture

Stakeholder feedback reflects a positive and welcoming campus climate where students, staff, and families feel valued, supported, and connected. The school promotes a culture centered on collaboration, student success, and continuous improvement.

Effective Family and Community Engagement

Junkins actively seeks and values input from families and community members through surveys, interviews, engagement events, and ongoing communication. This collaborative approach helps strengthen trust, increase family involvement, and improve school programs and practices.

Strong Communication Systems

The campus prioritizes clear, consistent, and proactive communication with stakeholders. Multiple communication channels ensure that families remain informed and engaged in their children's educational experience.

Dedicated Parent and Community Support

The Parent Instructional Specialist serves as a valuable resource for families by facilitating communication, connecting stakeholders with community resources, and increasing parent engagement. This role strengthens partnerships between the school, families, and the broader community.

Collaborative Leadership and Shared Decision-Making

Administrators and teachers regularly gather and utilize stakeholder feedback to inform decisions and improve campus operations. This commitment to shared leadership fosters trust, transparency, and a sense of ownership among staff and families.

Strong Staff Relationships and Campus Stability

Ongoing professional support, collaborative structures, and a culture of teamwork contribute to positive staff morale, engagement, and retention. Strong relationships among staff members create a supportive work environment that benefits both employees and students.

Commitment to Continuous Improvement

The campus consistently uses perception data and stakeholder feedback to identify areas for growth and implement improvements. This reflective approach demonstrates a commitment to meeting the evolving needs of students, families, and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Junkins Elementary uses stakeholder feedback, communication data, and collaborative decision-making processes to support continuous improvement and strengthen school culture. The campus fosters strong family engagement, community partnerships, and positive relationships among staff, students, and families, contributing to a supportive and stable learning environment.

Root Cause: Limited opportunities for consistent stakeholder participation and communication can reduce engagement, feedback, and collaboration among staff, families, and the community, impacting efforts to strengthen school culture and continuous improvement.

Priority Problem Statements

Problem Statement 1: Junkins Elementary demonstrates a strong commitment to student achievement and growth. Student performance data indicates continued progress in reading, while mathematics and science remain areas of focus for improvement. TELPAS results highlight the need for enhanced language development supports for EB students. Campus will continue attendance initiatives and targeted interventions.

Root Cause 1: Learning gaps in mathematics, science, and language development, combined with attendance challenges and the need for more targeted support for students in subgroups Emergent Bilingual and economically disadvantaged, continue to impact student achievement and growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Junkins Elementary implements effective schoolwide systems that support academic achievement, student engagement, and positive school culture. The campus uses data-driven instruction, targeted interventions, collaborative planning, PD, strong family engagement, and student support services. Additionally, clear behavior expectations and consistent management systems foster safety and productivity.

Root Cause 2: While effective systems and supports are in place, inconsistent implementation of instructional, intervention, and behavior management practices across classrooms can limit their overall impact on student achievement, engagement, and school culture. Continued monitoring, accountability, and capacity-building are needed to ensure consistent execution schoolwide.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Junkins Elementary uses stakeholder feedback, communication data, and collaborative decision-making processes to support continuous improvement and strengthen school culture. The campus fosters strong family engagement, community partnerships, and positive relationships among staff, students, and families, contributing to a supportive and stable learning environment.

Root Cause 3: Limited opportunities for consistent stakeholder participation and communication can reduce engagement, feedback, and collaboration among staff, families, and the community, impacting efforts to strengthen school culture and continuous improvement.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

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: Third-grade Reading and Writing teachers will implement aligned instructional strategies, ongoing progress monitoring, and targeted interventions to increase student performance in Domain I from 45% to 55% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Daily Exit Tickets, Weekly Assessments, School Monitoring Calendars (SMCs), i-Ready Diagnostic and Growth Data, STAAR results, Campus Data Packets, and State and District Assessment Reports.

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Provide teachers and students with the resources, time, and support necessary to improve reading and writing achievement through a comprehensive instructional framework that includes ongoing professional development, extended planning opportunities, high-quality instructional materials, and targeted intervention programs. Campus funds will be allocated to support teacher training in evidence-based literacy practices, substitute coverage for extended planning and collaborative PLCs, instructional resources for core instruction and interventions, and data-analysis tools to guide decision-making. Teachers will utilize intervention programs and instructional materials during small-group instruction, tutoring sessions before and after school, and Saturday learning opportunities to address learning gaps and accelerate student growth. Additionally, resources and instructional materials will be provided to offer after-school ESL classes and language development supports for Emergent Bilingual students, strengthening both literacy skills and English proficiency. Through these coordinated efforts, teachers will implement aligned instructional strategies, ongoing progress monitoring, and targeted interventions to increase third-grade student performance in Domain I from 45% to 55% by June 2030. Strategy's Expected Result/Impact: Students will demonstrate improved comprehension and writing skills in Domain 1, resulting in increased performance on third-grade state assessments and growth from 45% to 55% in the average of Approaches, Meets, and Masters by June 2030. Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Tutoring - 211 - Title I, Part A - 211-11-6118-ED-279-2-30 - \$2,000			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Junkins Elementary demonstrates a strong commitment to student achievement and growth. Student performance data indicates continued progress in reading, while mathematics and science remain areas of focus for improvement. TELPAS results highlight the need for enhanced language development supports for EB students. Campus will continue attendance initiatives and targeted interventions. Root Cause: Learning gaps in mathematics, science, and language development, combined with attendance challenges and the need for more targeted support for students in subgroups Emergent Bilingual and economically disadvantaged, continue to impact student achievement and growth.

School Processes & Programs

Problem Statement 1: Junkins Elementary implements effective schoolwide systems that support academic achievement, student engagement, and positive school culture. The campus uses data-driven instruction, targeted interventions, collaborative planning, PD, strong family engagement, and student support services. Additionally, clear behavior expectations and consistent management systems foster safety and productivity. **Root Cause:** While effective systems and supports are in place, inconsistent implementation of instructional, intervention, and behavior management practices across classrooms can limit their overall impact on student achievement, engagement, and school culture. Continued monitoring, accountability, and capacity-building are needed to ensure consistent execution schoolwide.

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: Third-grade Mathematics teachers will implement aligned instructional strategies, consistent progress monitoring, and targeted interventions to increase student performance in ****Domain I**** from ****41% to 52% by June 2030****. Through data-driven instruction, small-group interventions, and ongoing assessment of student learning, teachers will address learning gaps and ensure students develop the mathematical skills necessary for long-term academic success.

High Priority

HB3 Goal

Evaluation Data Sources: Daily Exit Tickets, Weekly Assessments, School Monitoring Calendars (SMCs), i-Ready Diagnostic and Growth Data, STAAR results, Campus Data Packets, and State and District Assessment Reports.

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Provide teachers and students with the resources, time, and support necessary to improve mathematics achievement through a comprehensive instructional framework that includes ongoing professional development, extended planning opportunities, high-quality instructional materials, and targeted intervention programs. Campus funds will be allocated to support teacher training in research-based mathematics instruction, problem-solving strategies, mathematical discourse, and data analysis. Resources will also be used to provide substitute coverage for extended planning and collaborative PLCs, purchase instructional materials and intervention programs, and support the use of formative assessments to monitor student progress. Teachers will utilize these resources during core instruction, small-group interventions, tutoring before and after school, and Saturday learning opportunities to address learning gaps and accelerate student growth. Additionally, resources and instructional materials will be provided to offer after-school ESL classes and language development supports for Emergent Bilingual students, strengthening the academic language and vocabulary necessary for mathematical understanding and success. Through these coordinated efforts, teachers will implement aligned instructional strategies, ongoing progress monitoring, and targeted interventions to increase third-grade mathematics performance in Domain I from 41% to 52% by June 2030. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Instructional Materials - 211 - Title I, Part A - 211-11-6399-2R-279-2-30 - \$2,000			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Junkins Elementary demonstrates a strong commitment to student achievement and growth. Student performance data indicates continued progress in reading, while mathematics and science remain areas of focus for improvement. TELPAS results highlight the need for enhanced language development supports for EB students. Campus will continue attendance initiatives and targeted interventions. Root Cause: Learning gaps in mathematics, science, and language development, combined with attendance challenges and the need for more targeted support for students in subgroups Emergent Bilingual and economically disadvantaged, continue to impact student achievement and growth.

School Processes & Programs

Problem Statement 1: Junkins Elementary implements effective schoolwide systems that support academic achievement, student engagement, and positive school culture. The campus uses data-driven instruction, targeted interventions, collaborative planning, PD, strong family engagement, and student support services. Additionally, clear behavior expectations and consistent management systems foster safety and productivity. **Root Cause:** While effective systems and supports are in place, inconsistent implementation of instructional, intervention, and behavior management practices across classrooms can limit their overall impact on student achievement, engagement, and school culture. Continued monitoring, accountability, and capacity-building are needed to ensure consistent execution schoolwide.

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: By June 2030, all Kindergarten through 5th-grade levels will strengthen foundational reading and writing skills through data-driven small-group instruction, targeted interventions, and rigorous literacy practices. These efforts will ensure that students develop the critical literacy skills necessary to achieve higher levels of performance on middle school and eighth-grade state assessments, particularly in Domain I.

Additionally, students participating in the Dual Language Program will develop bilingualism, biliteracy, and bicultural competence by the end of their fourth year in Dallas ISD. This goal will be achieved through the consistent implementation of the Dual Language model with fidelity, the integration of effective ESL strategies across content areas, and a strong focus on language development that supports both academic achievement and multilingual proficiency.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS Scores, Daily Exit Tickets, Weekly Assessments, School Monitoring Calendars (SMCs), i-Ready Diagnostic and Growth Data, STAAR results, Campus Data Packets, and State and District Assessment Reports.

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Implement high-quality Tier I literacy instruction across Kindergarten through 6th grade that is fully aligned to Dallas ISD curriculum expectations and the Texas Essential Knowledge and Skills (TEKS) for Reading Language Arts. Teachers will utilize evidence-based instructional practices, daily small-group instruction, targeted interventions, and differentiated supports to address the diverse learning needs of all students. Instruction will be informed by ongoing formative assessments, progress monitoring, and data analysis conducted through collaborative PLC planning sessions. Teachers will regularly identify student strengths and learning gaps, adjust instruction accordingly, and provide timely interventions to accelerate literacy growth. This comprehensive approach will ensure all students develop strong foundational reading, writing, speaking, listening, and comprehension skills necessary for long-term academic success and college, career, and military readiness. Strategy's Expected Result/Impact: Teachers will provide rigorous, standards-aligned literacy instruction that increases student mastery of grade-level reading and writing skills, as evidenced by district assessments, classroom data, and intervention progress monitoring. Staff Responsible for Monitoring: Administrators, Grade Level Teachers, CILT Members, Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Instructional Materials - 211 - Title I, Part A - 211-11-6399-2R-279-2-30 - \$2,000			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Junkins Elementary demonstrates a strong commitment to student achievement and growth. Student performance data indicates continued progress in reading, while mathematics and science remain areas of focus for improvement. TELPAS results highlight the need for enhanced language development supports for EB students. Campus will continue attendance initiatives and targeted interventions. Root Cause: Learning gaps in mathematics, science, and language development, combined with attendance challenges and the need for more targeted support for students in subgroups Emergent Bilingual and economically disadvantaged, continue to impact student achievement and growth.

School Processes & Programs

Problem Statement 1: Junkins Elementary implements effective schoolwide systems that support academic achievement, student engagement, and positive school culture. The campus uses data-driven instruction, targeted interventions, collaborative planning, PD, strong family engagement, and student support services. Additionally, clear behavior expectations and consistent management systems foster safety and productivity. **Root Cause:** While effective systems and supports are in place, inconsistent implementation of instructional, intervention, and behavior management practices across classrooms can limit their overall impact on student achievement, engagement, and school culture. Continued monitoring, accountability, and capacity-building are needed to ensure consistent execution schoolwide.

Perceptions

Problem Statement 1: Junkins Elementary uses stakeholder feedback, communication data, and collaborative decision-making processes to support continuous improvement and strengthen school culture. The campus fosters strong family engagement, community partnerships, and positive relationships among staff, students, and families, contributing to a supportive and stable learning environment. **Root Cause:** Limited opportunities for consistent stakeholder participation and communication can reduce engagement, feedback, and collaboration among staff, families, and the community, impacting efforts to strengthen school culture and continuous improvement.

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:

By June 2030, all Kindergarten through 5th-grade levels will strengthen foundational mathematics skills through data-driven small-group instruction, targeted interventions, rigorous mathematical discourse, and high-quality problem-solving experiences. These efforts will ensure that students develop strong number sense, computational fluency, mathematical reasoning, and conceptual understanding necessary to achieve higher levels of performance on middle school and eighth-grade state assessments, particularly in Domain I.

Additionally, students participating in the Dual Language Program will develop bilingualism, biliteracy, and bicultural competence by the end of their fourth year in Dallas ISD. Through the consistent implementation of the Dual Language model with fidelity and the integration of effective ESL strategies across content areas, students will strengthen both their academic language and English proficiency. These language skills will support students' ability to comprehend complex mathematical concepts, engage in mathematical discourse, solve multi-step problems, and demonstrate their mathematical understanding at higher levels.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS Scores, Daily Exit Tickets, Weekly Assessments, School Monitoring Calendars (SMCs), i-Ready Diagnostic and Growth Data, STAAR results, Campus Data Packets, and State and District Assessment Reports.

Strategy 1 Details		Reviews		
Strategy 1: Implement high-quality Tier I mathematics instruction aligned to Dallas ISD curriculum expectations and the Texas Essential Knowledge and Skills (TEKS) for Mathematics through daily data-driven small-group instruction, targeted interventions, collaborative PLC planning, and the consistent use of rigorous problem-solving and formative assessment practices. Teachers will analyze student performance data to identify learning gaps, differentiate instruction, monitor progress, and provide timely support that strengthens conceptual understanding, mathematical reasoning, computational fluency, and problem-solving skills for all students. Strategy's Expected Result/Impact: Teachers will deliver rigorous, standards-aligned mathematics instruction that strengthens students' mastery of grade-level mathematical concepts, computational fluency, mathematical reasoning, and problem-solving skills. Student growth and achievement will be measured through district assessments, classroom-based data, formative assessments, and ongoing intervention progress monitoring to ensure all students make meaningful academic gains. Staff Responsible for Monitoring: Administrators, Grade Level Teachers, CILT Members, Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Professional Development - 211 - Title I, Part A - 211-11-6118-ED-279-2-30 - \$2,000		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Junkins Elementary demonstrates a strong commitment to student achievement and growth. Student performance data indicates continued progress in reading, while mathematics and science remain areas of focus for improvement. TELPAS results highlight the need for enhanced language development supports for EB students. Campus will continue attendance initiatives and targeted interventions. Root Cause: Learning gaps in mathematics, science, and language development, combined with attendance challenges and the need for more targeted support for students in subgroups Emergent Bilingual and economically disadvantaged, continue to impact student achievement and growth.

School Processes & Programs

Problem Statement 1: Junkins Elementary implements effective schoolwide systems that support academic achievement, student engagement, and positive school culture. The campus uses data-driven instruction, targeted interventions, collaborative planning, PD, strong family engagement, and student support services. Additionally, clear behavior expectations and consistent management systems foster safety and productivity. **Root Cause:** While effective systems and supports are in place, inconsistent implementation of instructional, intervention, and behavior management practices across classrooms can limit their overall impact on student achievement, engagement, and school culture. Continued monitoring, accountability, and capacity-building are needed to ensure consistent execution schoolwide.

Perceptions

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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: By June 2030, all Kindergarten through 5th-grade levels will strengthen foundational academic skills, leadership competencies, and college- and career-ready behaviors through rigorous instruction, goal setting, student leadership opportunities, enrichment programs, and meaningful school engagement experiences. Students will develop critical thinking, problem-solving, collaboration, communication, and self-advocacy skills that prepare them for long-term success in secondary education and future college, career, and military readiness pathways. Through intentional exposure to leadership experiences, academic goal setting, extracurricular participation, and a culture of high expectations, the campus will build a strong foundation that supports the district goal of increasing the percentage of graduates meeting College, Career, and Military Readiness (CCMR) criteria from 80% to 88% by August 2030.

Strategy 1 Details	Reviews		
Strategy 1: Implement rigorous, student-centered instruction aligned to Dallas ISD curriculum expectations and College, Career, and Military Readiness (CCMR) indicators across all Kindergarten through 5th-grade levels. Through intentional goal setting, student leadership opportunities, enrichment programs, attendance supports, character development, and positive school culture practices, students will develop the academic, behavioral, and leadership skills necessary for long-term success. These experiences will foster critical thinking, collaboration, perseverance, responsibility, and college- and career-ready mindsets that prepare students for future academic achievement and postsecondary success. Strategy's Expected Result/Impact: Students will demonstrate increased academic achievement, leadership skills, student engagement, and college and career awareness as evidenced by attendance data, academic performance, participation in enrichment opportunities, and student goal-setting outcomes. Staff Responsible for Monitoring: Administrators, Grade Level Teachers, CILT Members, Counselors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Instructional Resources - 211 - Title I, Part A - 211-11-6399-2R-279-2-30 - \$1,310	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
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School Processes & Programs
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Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring	211-11-6118-ED-279-2-30	\$2,000.00
2	1	1	Instructional Materials	211-11-6399-2R-279-2-30	\$2,000.00
3	1	1	Instructional Materials	211-11-6399-2R-279-2-30	\$2,000.00
4	1	1	Professional Development	211-11-6118-ED-279-2-30	\$2,000.00
5	1	1	Instructional Resources	211-11-6399-2R-279-2-30	\$1,310.00
Sub-Total					\$9,310.00
Budgeted Fund Source Amount					\$9,310.00
+/- Difference					\$0.00
Grand Total Budgeted					\$9,310.00
Grand Total Spent					\$9,310.00
+/- Difference					\$0.00