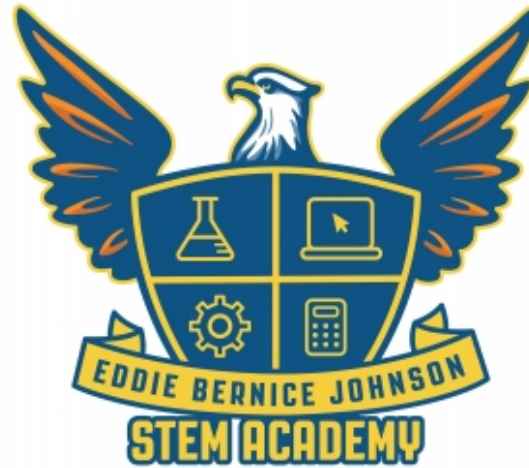


Dallas Independent School District
312 Eddie Bernice Johnson Stem Academy
2026-2027 Campus Improvement Plan



Mission Statement

“Educating all students at high levels for success.”

Vision

“Champions for Success: Building a Legacy of Equity and Excellence for All Students!”

Value Statement

“House of Champions”

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Demographics Strengths Summary	8
Enrollment Growth	9
Pre-Kindergarten Success	10
Comprehensive Student Services	10
Staffing Excellence	10
Identified Needs	12
Implementation Plan	12
Student Support Team (SST) and MTSS Process	13
Student Learning	14
Student Achievement (District CA1 Fall, SMC2 Fall/Winter, STAAR Simulation Spring assessment data)	14
Domain 1: Student Achievement	14
Summary of Strength Areas	15
School Processes & Programs	17
Eddie Bernice Johnson ES Summary	17
Curriculum, Instruction, and Assessment	17
Professional Development & PLCs	20
Procedures/Technology	21
STEM	21
Strengths:	22
Perceptions	23
Summary and Key Trends	24
Overall Summary	24
Key Strengths	24
Trends	24
Comparison to Districts	25
Areas of Opportunity	25
1. Sustaining an Upward Trend	25
2. Student Engagement (97%)	25
3. Rigorous Expectations (97%)	25
4. Equity of Experience	26
5. Student Voice and Feedback Utilization	26
Key Strengths (S2025)	28
1. College-Going Culture – 89.2%	28
2. Beliefs & Priorities – 84.2%	28

3. Teacher-Teacher Trust – 77.6%	28
Positive Trends	28
Areas of Opportunity	29
1. Teacher-Principal Trust (68.5%)	29
2. Positive Culture (76.5%)	29
Summary	29
Family and Community Involvement Summary	30
Community Partnerships	30
Communication with Parents and the Community	31
Engagement Opportunities	32
Collaboration and Implementation	33
Key Strengths	33
College-Going Culture	33
Beliefs & Priorities	33
Teacher-Teacher Trust	33
Priority Problem Statements	35
Goals	36
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.	36
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.	39
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.	43
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.	44
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.	45
Campus Funding Summary	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Eddie Bernice Johnson STEM Academy is projected to enroll 579 students for the 2026–2027 school year, reflecting a growing interest in the school—likely due to its strong focus on STEM and commitment to quality education. This projection is based on multiple reliable data sources, including PEIMS, MyData Portal, PowerSchool, and local campus records, ensuring accurate and comprehensive tracking of enrollment. Such data is essential for effective planning and resource allocation as the school continues to grow.

Grade	Ethnicity/Race (%)								
	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
PK3	34	2 (5.9)	13 (38.2)	17 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.9)	0 (0.0)
PK4	44	1 (2.3)	15 (34.1)	28 (63.6)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
KN	80	4 (5.0)	22 (27.5)	48 (60.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (7.5)	0 (0.0)
01	81	3 (3.7)	15 (18.5)	61 (75.3)	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.5)	0 (0.0)
02	87	2 (2.3)	27 (31.0)	54 (62.1)	0 (0.0)	1 (1.1)	0 (0.0)	3 (3.4)	0 (0.0)
03	84	7 (8.3)	18 (21.4)	53 (63.1)	0 (0.0)	1 (1.2)	0 (0.0)	5 (6.0)	0 (0.0)
04	96	4 (4.2)	22 (22.9)	65 (67.7)	1 (1.0)	0 (0.0)	0 (0.0)	4 (4.2)	0 (0.0)
05	85	1 (1.2)	25 (29.4)	57 (67.1)	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.4)	0 (0.0)
All	591	24 (4.1)	157 (26.6)	383 (64.8)	1 (0.2)	2 (0.3)	0 (0.0)	24 (4.1)	0 (0.0)

Student Population	Percentage
African American/Black	26.6%
Hispanic	64.8%
Caucasian/White	4.1%
Native American	0.2%
Asian/Pacific Islander/Hawaiian	0.3%
Two or More Races	4.1%
Economically Disadvantaged	88.7%
Emergent Bilingual	
At-Risk	

Economically Disadvantaged	88.7%
Special Education	5.9%
Gifted and Talented	11.2%
Student Population	591
Male Students	278
Female Students	313

Student Attendance

Grade	ALL%
PK3	
PK4	
K	
1	
2	
3	
4	
5	
Total	

STUDENT DISCIPLINE

Org ↑≡	School	Region	Type	Trustee District	RC Campus	Referrals	Level I	Level II	Level III	Level IV	PISR	PISR Recidivism
312	Eddie Bernice Johnson STEM Academy	II	Elementary School	5	N	25	12	11	2	0	0	0

Student referrals decreased from prior school year, student data from student positive behavioral system.

Teacher Statistics

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	53.9	100.0%	100.0%	100.0%
Professional Staff	45.0	83.5%	62.8%	63.8%
Teachers	36.0	66.8%	46.3%	48.3%
Professional Support	4.0	7.4%	11.7%	10.8%
Campus Administration (School Leadership)	5.0	9.3%	3.5%	3.4%
Educational Aides	8.9	16.5%	10.8%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	187.0	4,125.0
Part-time Librarians	0.0	n/a	11.0	583.0
Full-time Counselors	2.0	n/a	408.0	13,704.0
Part-time Counselors	0.0	n/a	4.0	1,298.0
Total Minority Staff	49.9	92.6%	84.1%	55.3%
Teachers by Ethnicity				
African American	22.0	61.1%	36.9%	12.8%
Hispanic	10.0	27.8%	36.7%	31.0%
White	2.0	5.6%	20.7%	52.2%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	2.8%	3.8%	2.2%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.0	2.8%	1.3%	1.3%
Teachers by Sex				
Males	6.0	16.7%	31.8%	24.6%
Females	30.0	83.3%	68.2%	75.4%
Teachers by Highest Degree Held				
No Degree	2.0	5.6%	3.0%	2.4%
Bachelors	21.0	58.3%	71.1%	71.4%
Masters	13.0	36.1%	24.5%	25.4%
Doctorate	0.0	0.0%	1.3%	0.8%

Staff Information	Count/Average	Percent	District	State
Teachers by Years of Experience				
Beginning Teachers	2.0	5.6%	4.4%	7.3%
1-5 Years Experience	11.0	30.6%	33.9%	28.3%
6-10 Years Experience	7.0	19.4%	23.0%	19.7%
11-20 Years Experience	9.0	25.0%	24.6%	27.6%
21-30 Years Experience	5.0	13.9%	10.7%	14.1%
Over 30 Years Experience	2.0	5.6%	3.5%	3.0%
Number of Students per Teacher	15.4	n/a	14.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	6.1	6.0
Average Years Experience of Principals with District	5.0	5.9	5.1
Average Years Experience of Assistant Principals	7.5	6.0	5.1
Average Years Experience of Assistant Principals with District	7.5	5.5	4.3
Average Years Experience of Teachers	11.9	10.3	11.2
Average Years Experience of Teachers with District	10.9	8.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$62,000	\$60,406	\$55,689
1-5 Years Experience	\$67,864	\$65,366	\$59,266
6-10 Years Experience	\$75,540	\$71,753	\$62,607
11-20 Years Experience	\$81,896	\$74,576	\$66,353
21-30 Years Experience	\$90,314	\$75,737	\$70,976
Over 30 Years Experience	\$74,039	\$75,268	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$76,000	\$70,337	\$63,751
Professional Support	\$75,534	\$82,893	\$75,909
Campus Administration (School Leadership)	\$93,053	\$100,716	\$88,786
Instructional Staff Percent	n/a	61.3%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Demographics Strengths

Demographics Strengths Summary

At Eddie Bernice Johnson, we are proud of our diverse and expanding student body, which underscores our dedication to delivering high-quality education for every learner. Our strong demographics highlight the vibrancy of our school community and the success of our educational programs.

Enrollment Growth

-

Steady Increase in Enrollment:

- **2024-2025:** 563 students
- **2025-2026:** 591 students
- **Projected for 2026-2027:** 579 students

-

Balanced Gender Distribution:

- Nearly equal numbers of female and male students

Pre-Kindergarten Success

- **Enrollment in Pre-K:**
 - Three pre-kindergarten classes were fully enrolled
 - Added an additional Pre-K section for Bilingual

Comprehensive Student Services

- **Inclusive Education:**
 - All English Language Proficiency (ELP) students, students receiving Special Education (SPED) and 504 services, and Talented and Gifted (TAG) students were fully served

Staffing Excellence

-

Fully Staffed Core Classrooms:

- We maintained full staffing in all core classrooms

-

Certified and Returning Teachers:

- 83% of teachers are fully certified
- 85% of teachers are returning for the 2026-2027 school year

-

STEM Certification:

- Some Teachers are STEM-certified, which helps to enhance our focus on science, technology, engineering, and mathematics education

These strengths highlight our dedication to maintaining a supportive and effective learning environment for all students. Our continued growth and commitment to quality education ensure that we can meet the needs of our diverse student body, providing them with the skills and knowledge they need to succeed.

Demographic Areas of Need

Identified Needs

Enhanced Teacher Training

- Provide ongoing professional development focused on effective strategies for supporting students with Individualized Education Programs (IEPs) Behavior Intervention Plan (BIP) and Section 504 Plans.
- Strengthen teachers' ability to differentiate instruction to address diverse learning needs within the classroom.
- Offer training on the appropriate implementation of accommodations and modifications to ensure equitable access to grade-level curriculum and instruction.

Support for Implementing Accommodations

- Increase teacher capacity to consistently implement accommodations outlined in IEPs, BIPs, and 504 Plans.
- Provide guidance on progress monitoring practices and assessment adjustments to accurately measure student growth and achievement.
- Develop resources and tools to support the creation, implementation, and maintenance of individualized student support plans.

Implementation Plan

Professional Development

- Schedule ongoing professional learning opportunities throughout the school year.
- Partner with special education specialists and instructional experts to provide targeted workshops, coaching, and training sessions.
- Utilize online learning platforms and shared resources to support continuous professional growth and collaboration.

Collaboration and Teacher Support

- Establish a mentorship program that connects experienced special education teachers with general education teachers for guidance and support.
- Develop a centralized resource library containing instructional tools, accommodation guides, and intervention materials.
- Facilitate regular collaborative meetings where teachers can discuss challenges, share best practices, and develop effective strategies for supporting diverse learners.

Monitoring and Evaluation

- Implement a system to monitor the fidelity of accommodation and modification implementation across classrooms.
- Conduct regular reviews of student progress data to ensure interventions and supports are effectively meeting student needs.
- Use feedback and performance data to refine professional development offerings and support systems.

Student Support Team (SST) and MTSS Process

The Student Support Team (SST) committee should establish a consistent meeting schedule, meeting weekly or at minimum bi-weekly, to review student engagement, attendance, behavior, and academic performance. These meetings should focus on identifying student needs, developing targeted intervention plans within the Multi-Tiered System of Supports (MTSS) framework, monitoring intervention effectiveness, and making data-driven decisions to improve student outcomes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While student engagement referrals have improved overall this school year, disparities persist among underserved student groups, demonstrating the need for continued intervention and monitoring.

Root Cause: Inconsistent implementation and ongoing staff training needs continue to impact equitable outcomes for underserved student groups.

Problem Statement 2: IEPs were not consistently implemented, especially for high-needs students.

Root Cause: Teachers need more training in differentiation to support diverse learners.

Problem Statement 3: Intervention needs are being identified earlier than in previous years; however, gaps remain in timely identification and support, particularly for underserved student groups.

Root Cause: Inconsistent MTSS implementation and staff training needs continue to delay intervention identification for underserved students.

Student Learning

Student Learning Summary

Student Achievement (District CA1 Fall, SMC2 Fall/Winter, STAAR Simulation Spring assessment data)

Domain 1: Student Achievement

Fall Common Assessment:

- **Reading:** 82% Approaches, 56% Meets, 24% Masters. Overall grade: A.
- **Math:** 79% Approaches, 56% Meets, 27% Masters. Overall grade: A.
- **Science:** 83% Approaches, 57% Meets, 13% Masters. Overall grade: B.

Winter Common Assessment:

- **Reading:** 71% Approaches, 48% Meets, 18% Masters. Overall grade: B.
- **Math:** 64% Approaches, 31% Meets, 13% Masters. Overall grade: D.
- **Science:** 81% Approaches, 41% Meets, 19% Masters. Overall grade: B.

Spring Common Assessment (STAAR SIMULATION):

- **Reading:** 80% Approaches, 56% Meets, 25% Masters. Overall grade: A.
- **Math:** 53% Approaches, 28% Meets, 10% Masters. Overall grade: F.
- **Science:** 42% Approaches, 15% Meets, 6% Masters. Overall grade: F.

Student Learning Strengths

Students began the year with strong foundational knowledge, particularly in Reading (82% Approaches, 56% Meets, 24% Masters. Overall grade: A.) and Math (79% Approaches, 56% Meets, 27% Masters. Overall grade: A.). Across both subjects, consistently high **Approaches** rates indicate most students grasped basic grade-level content.

Reading performance showed a decrease over time, with Approaches decreasing slightly from Fall to Winter (82% → 71%) and Meets decreased as well from (56% → 48%), likely due to lack of stamina. While **Masters** levels declined, instruction sustained grade-level proficiency for most students through mid-year, reflecting the impact of targeted supports.

Summary of Strength Areas	
Area	Strength Highlight
Math (Fall)	High performance across all levels (A grade)
Reading (All Year)	Consistent Approaches (baseline proficiency)
Reading (Spring)	Stronger Meets % than Math
Reading (Winter)	Maintained proficiency for most students

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance in Math declined significantly from Fall to Spring, with Meets dropping from 56% to 28% and Masters from 27% to 10%.

Root Cause: Instruction did not adequately address skill gaps as content progressed; limited use of formative assessment and reteach strategies may have contributed to declining proficiency.

Problem Statement 2: Student performance in Science declined significantly from Fall to Spring, with Meets dropping from 57% to 15% and Masters from 13% to 6%.

Root Cause: Instructional practices focused primarily on grade-level proficiency but lacked scaffolding, rigor, and enrichment to push higher-order thinking and closing gaps.

School Processes & Programs

School Processes & Programs Summary

Eddie Bernice Johnson ES Summary

At Eddie Bernice Johnson Elementary School, we are dedicated to educating diverse learners at high levels for success. Our commitment extends to recruiting and retaining high-quality staff who are champions for our students. Collaboration and teamwork are fundamental values, starting at the interview stage and continuing through to the classroom.

Curriculum, Instruction, and Assessment

Our comprehensive curriculum and instruction program supports students in meeting challenging academic standards:

1.

Data-Driven Instruction:

- Accurate assessments guide instruction and intervention.
- Teachers use data trackers for Student Assessments, Reading Levels, and DOLs.
- Data analysis aims to increase students' performance at the 'Meets' and 'Masters' levels.

2.

Small Group Instruction:

- Flexible, differentiated learning groups meet daily with tier 3 students for additional support.
- Small groups reinforce learning in reading, math, writing, and science.

3.

Feedback:

- High-yield instructional strategies (Marzano) with a focus on positive, specific feedback and feedback for learning
- Using similarities and differences, summarization, and quick writes to enhance critical thinking.

4.

Time Management:

- Efficient transitions and maximizing instructional time.

5.

Student Engagement:

- Equity in engagement and participation using Multiple Response Strategies (MRS) and purposeful questioning.

6.

Standards Alignment:

- Posting and understanding learning objectives tied to TEKS, with a focus on closing the reading achievement gap through balanced literacy.

Professional Development & PLCs

Faculty engage in various meetings to learn and grow professionally. These include Tuesday and Wednesday PLCs focusing on:

- Research-based necessities for high-performing schools
- Discussions of problems of practice
- Classroom observations
- Study of student work and assessments
- Lesson alignment and development

Procedures/Technology

Our classrooms are equipped with the latest technology, including interactive screens and classroom sets of iPads or Chromebooks. Our schedule includes:

- 120 minutes of Reading Language Arts
- 90 minutes of Mathematics
- 45 minutes of Science (Social Studies embedded in RLA)
- 55 minutes of Specials (Art, Music, Library/Technology, P.E.)
- 30-minute lunch and 20-minute recess daily

Our discipline system emphasizes positive narration, reflection opportunities, and behavior change before consequences.

STEM

Our campus is nationally recognized as a STEM campus. This year marks the sixth year of our STEM plan implementation. We offer numerous STEM-based activities, including coding clubs, robotics teams, UIL/Academic Decathlon, Destination Imagination, Poetry Slam, Podcasting and gardening.

School Processes & Programs Strengths

Strengths:

- Curriculum and Instruction
 - The implementation of high-quality instruction that does not focus on test preparation (Eureka Math & Amplify)
- Technology
 - All students have one-to-one technology
 - All teachers have AV displays in their classrooms
 - All students in 3rd - 5th grade has access to Lego Education and robotics
 - All teachers have access and training on AI implementation.
 - An effective system for managing technology using a tech coordinator

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students have limited access to STEM learning opportunities and experiences that promote engagement, problem-solving, and career readiness.

Root Cause: Teachers need additional training and support to effectively integrate STEM practices into daily instruction and to provide meaningful STEM-related events and learning experiences across the campus.

Problem Statement 2: Many students are not reaching Meets and Masters levels in reading, math and science, despite strong instructional systems.

Root Cause: Instruction and interventions focus more on foundational skills than on rigor and enrichment needed for advanced performance.

Perceptions

Perceptions Summary



Student Survey – Teacher

What feedback did students have about their experience in class?

Grades 3–5

465 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable?	Compared to? others nationally	Change since Spring 2025?	
Classroom Climate	98%	 80th–99th percentile	8 Greatest increase	
Pedagogical Effectiveness	98%	 80th–99th percentile	4	
Teacher–Student Relationships	98%	 80th–99th percentile	5	
Engagement	97%	 80th–99th percentile	7	
Rigorous Expectations	97%	 80th–99th percentile	5	

Overall Score

98%



EBJ Student Culture Spring 2026

Summary and Key Trends

Overall Summary

The survey results indicate very strong student perceptions across all measured categories, with EBJ outperforming both Wilmer-Hutchins and Dallas ISD averages. All categories show a slight increase since the last survey, and all scores remain in the high 90s, showing consistent excellence and a supportive learning environment.

Key Strengths

1. High Overall Performance

- All categories scored **97% or higher**, indicating a very positive learning environment.
- EBJ **outperformed both Wilmer-Hutchins and Dallas ISD** in every domain.

2. Top Strengths by Score

- **Pedagogical Effectiveness (98%)** – Students feel they are learning effectively and rate teaching quality highly.
- **Teacher-Student Relationships (98%)** – Strong connections between students and teachers, suggesting a supportive and trusting classroom environment.
- **Rigorous Expectations (97%)** – Students perceive their teachers as holding them to high standards.

Trends

• Increases Across All Metrics:

All categories experienced a major **increase since the last survey**.

• Engagement and Climate Slightly Lower, but still Strong:

- **Engagement (97%)** and **Rigorous Expectations (97%)** are the lowest of the scores (though still excellent), possibly signaling areas to strengthen even further to maintain student interest and more rigor to instruction.

Comparison to Districts

Category	This School	Wilmer-Hutchins	Dallas ISD
Classroom Climate	98%	91%	86%
Engagement	97%	92%	82%
Pedagogical Effectiveness	98%	95%	90%
Rigorous Expectations	97%	93%	87%
Teacher-Student Relationships	98%	93%	87%

Overall: Our campus demonstrates a high-performing culture of teaching and learning, particularly excelling in teaching quality and relationship-building.

Areas of Opportunity

1. Sustaining an Upward Trend

- All categories show a increase since the last survey
-

2. Student Engagement (97%)

- While still strong, **Engagement is tied for the lowest score** among the five areas.
 - **Opportunity:**
 - Increase **student voice and choice** in learning activities.
 - Incorporate more **interactive or project-based learning** to boost investment.
 - Evaluate lesson pacing and relevance to students' interests and lives.
-

3. Rigorous Expectations (97%)

- While still strong, **Rigorous Expectations are tied for the lowest score** among the five areas.
- **Opportunity:**
 - Ensure teachers are tying real world concepts to instructional delivery.

- Posing higher order thinking questions and Checks for Understanding (CFUs)
- Integrate STEM through the use of A.I. into instruction weekly.

4. Equity of Experience

- Even with high overall scores, **aggregate data can mask subgroup variations** (e.g., by race, gender, ELL status, or special education).
- **Opportunity:**
 - Disaggregate the data to identify any **equity gaps** in perception.
 - Target support and interventions where needed to ensure all students feel equally supported and challenged.

5. Student Voice and Feedback Utilization

- Students are clearly offering **valuable insights** into their experience.
- **Opportunity:**
 - Create regular structures for students to **co-create solutions** and reflect on their learning environment.
 - Use student input to **adjust instructional practices** and school culture initiatives.

EBJ Staff Culture

2024-2025 Climate Survey Data

School: Eddie Bernice Johnson STEM Academy		TEA: 312						C
Survey Category/Item	Responses	Campus Percent Positive (S2025)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score	Group Rank	Vertical Team Percent Positive	
Beliefs and Priorities		84.2	4.22	43	3	94	81.2	
The key actions my school is working on this year are focused on what is best for students.	46	82.6					78.0	
I understand my role in implementing the school's key actions.	46	91.3					88.5	

I have the support I need from campus leadership to do my job well.	46	82.8					78.4
My campus leadership helps me understand recent changes in the school's focus.	46	76.1					76.7
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	46	87.0					82.4
My campus priorities are aligned with the district's priorities.	46	87.0					83.7
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	46	82.6					80.6
District leadership makes decisions that support the district's mission statement: "Educating all students for success."	46	82.6					79.7
Positive Culture and Environment		76.5	3.98	50	3	84	70.6
I would recommend this school to others to work here.	46	80.4					65.3
I usually look forward to working each day at this school.	46	78.3					74.7
I believe I work in an environment of support and respect.	46	78.3					76.0
Discipline is enforced consistently and effectively at my campus.	46	73.9					63.1
Unruly students are not permitted to disrupt the learning environment.	46	71.7					65.8
The campus I work in is clean, safe and free of physical hazards.	46	91.3					82.6
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	46	73.9					73.2
I am satisfied with the recognition I receive for doing a good job.	46	69.6					73.7
Morale at my school is strong.	46	67.4					66.1
I would recommend this school to parents seeking a place for their child.	46	80.4					65.6
Culture of Feedback and Support		78.7	3.98	43	3	96	78.4
My campus leadership helps me improve the quality of my instruction.	29	82.8					78.0
The instructional feedback I get helps me improve the quality of my instruction.	29	79.3					77.3
I have sufficient opportunities and encouragement to develop my leadership potential.	29	79.3					77.3
The PD sessions at my school this year helped me improve instruction.	29	75.9					75.9
My team experiences with colleagues this year helped me improve instruction.	29	82.8					84.4
My school has an effective instructional leadership team.	29	72.4					77.3
College-Going Culture		89.2	4.37	53	3	83	83.9
Staff expect most students in this school to go to college.	40	87.5					81.7
Instruction in this school is focused on helping students get ready for college.	40	87.5					81.1
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	40	87.5					85.1
Staff at this school accept nothing less from students than their full effort.	40	87.5					84.6
Staff at this school do not let students give up when their class work becomes challenging.	40	92.5					83.4
Staff at this school give students feedback to help them understand how to improve.	40	92.5					87.4
Teacher-Teacher Trust		77.6	3.92	21	2	118	78.9
Teachers in this school trust each other	29	72.4					73.8
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	29	72.4					72.3
Teachers respect other teachers who take the lead in school improvement efforts.	29	82.8					85.8
Teachers at this school respect those colleagues who are experts at their craft.	29	82.8					83.7
Teacher-Principal Trust		68.5	3.69	22	2	114	74.7
The principal has confidence in the expertise of the teachers.	29	72.4					78.0
I trust the principal at his or her word.	29	62.1					74.5
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	29	65.5					68.8
The principal takes a personal interest in the professional development of teachers.	29	72.4					78.0
The principal looks out for the personal welfare of the faculty members.	29	65.5					73.8
The principal places the needs of children ahead of personal and political interests.	29	72.4					77.3
The principal at this school is an effective manager who makes the school run smoothly	29	69.0					72.3

*Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (55), Elementary Schools (135), or Choice Schools (48) group.

Key Trends and Strengths

Category	F2024	S2025	Change	Trend Summary
Beliefs & Priorities	68.5%	84.2%	▲ +15.7 pts	Major improvement in vision alignment
Positive Culture	56.9%	76.5%	▲ +19.6 pts	Significant culture shift
Feedback & Support	59.2%	78.7%	▲ +19.5 pts	Stronger instructional support systems
College-Going Culture	81.9%	89.2%	▲ +7.3 pts	Continued strength, growing college focus
Teacher-Teacher Trust	57.5%	77.6%	▲ +20.1 pts	Major growth in staff collaboration/trust
Teacher-Principal Trust	42.1%	68.5%	▲ +26.4 pts	Largest gain—improved leadership relationships

Key Strengths (S2025)

1. College-Going Culture – 89.2%

- This is the highest-rated category.
- Reflects a **strong school-wide commitment** to postsecondary success.
- Staff believe in student potential and actively support academic persistence.

2. Beliefs & Priorities – 84.2%

- Clear alignment between staff and leadership on the campus goals.
- Improved clarity on roles and mission-centered decision-making.

3. Teacher-Teacher Trust – 77.6%

- Trust and collaboration between teachers have significantly improved.
- Suggests a more cohesive and supportive peer culture.

Positive Trends

Category	Trend Type	Comment
Teacher-Principal Trust	Major improvement (▲ 26.4 pts)	Relationships with leadership saw significant recovery. Reflects better communication, support, and trust.

Category	Trend Type	Comment
Feedback & Support	Strong growth (▲ 19.5 pts)	Feedback systems and PD are making a bigger instructional impact.
Positive Culture	Substantial progress (▲ 19.6 pts)	Morale, respect, and retention indicators are improving significantly.

Areas of Opportunity

Despite significant gains, some areas require **continued investment**:

1. Teacher-Principal Trust (68.5%)

- **Improved** greatly, but **still the lowest** overall score.
- Focus needed on **sustaining trust**, especially around:
 - Transparency
 - Empathy in leadership
 - Supporting teacher autonomy

2. Positive Culture (76.5%)

- While greatly improved, aspects like morale, discipline consistency, and recognition may still lag compared to other domains.

Summary

Strengths	Opportunities
Strong college-readiness culture	Continue building teacher-principal trust
Clearer vision and priorities	Reinforce a positive, consistent school culture
Improved collaboration and feedback	Sustain support systems and recognize teachers

Staff Attendance and Retention

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2021-22	11.5	62.5
2022-23	9.7	75.9
2023-24	11.5	75.8

Family and Community Involvement Summary

At Eddie Bernice Johnson STEM Academy, our mission is to prepare every student for high levels of success. We recognize that achieving this goal takes a collective effort, which is why we are committed to building strong, lasting partnerships among our school, families, and the broader community. As the only elementary campuses in Wilmer, Tx of Dallas ISD, we are focused on laying a strong foundation for meaningful and sustained family and community engagement.

Community Partnerships

Our community partners play a crucial role in supporting our mission by providing incentives, instructional resources, and human resources to promote equity and excellence for all students. Our valued partners include:

- The City of Wilmer
- United to Learn
- Nike Dash
- Pastor Kevin Harris

- Pastor Ellyn Favors
- Proctor & Gamble
- EBJ PTO
- T1 Energy
- QTS Data Centers
- Junior Achievement
- Niagra Water

Communication with Parents and the Community

We prioritize transparent and consistent communication with parents and the community. Key initiatives include:

- **Coffee with Principal Paris:** Monthly meetings open to all for questions and updates about campus activities

In addition, we keep our community informed through:

- Monthly parent engagement calendars
- School Messenger
- Social media platforms (Facebook, Class Dojo, Twitter)

The EBJ PTO (Parent-Teacher Organization) continues to grow, offering incentives for both staff and students. Our Title I and Site-Based Decision-Making Committee meetings, held bi-quarterly, provide a platform for community input on campus decisions.

Engagement Opportunities

The Eddie Bernice Johnson STEM Academy offers numerous opportunities for parents and students to engage in the educational journey, including:

- Hands-on experiences
- Field trips
- Student performances
- Academic and extracurricular competitions

- Community-based projects

These activities aim to enhance academic achievement, social-emotional competence, and racial equity for all children. Monthly meetings with parents, community members, and the Mayor of Wilmer ensure continuous feedback and improvement of our STEM Academy vision.

Collaboration and Implementation

The successful implementation of our initiatives relies on a robust partnership between our school and stakeholders. Effective communication and collaboration are essential to maintaining community engagement throughout this process. By working together, we can create a supportive environment that nurtures the growth and success of every student at Eddie Bernice Johnson.

Perceptions Strengths

Key Strengths

Staff Climate Survey

College-Going Culture

- Reflects a **strong school-wide commitment** to postsecondary success and staff believe in student potential and actively support academic persistence.

Beliefs & Priorities

- Clear alignment between staff and leadership on the campus goals and Improved clarity on roles and mission-centered decision-making.

Teacher-Teacher Trust

- Trust and collaboration between teachers has improved creating a more cohesive and supportive peer culture.

Student Survey

- **Pedagogical Effectiveness** – Students feel they are learning effectively and rate teaching quality highly.

- **Teacher-Student Relationships** – Strong connections between students and teachers, suggesting a supportive and trusting classroom environment.
- **Rigorous Expectations** – Students perceive their teachers as holding them to high standards.

Parent Involvement

- PTO was involved in all events held by the campus and provided incentives for staff and students
- Parent meetings had at least 20 - 30 parents
- SBDM and PTO meeting requirements were met
- Parents, Staff and Community were provided with 30lbs of produce every 2 weeks by Brighter Bites

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Despite significant improvements in multiple areas, the campus continues to face challenges in cultivating a fully trusting and positive staff culture

Root Cause: Staff may not consistently feel informed or involved in decision-making processes and staff efforts may not be regularly acknowledged, affecting motivation.

Problem Statement 2: Teacher-principal trust (68.5%) remains the lowest-rated domain

Root Cause: A lack of consistent empathy, personal connection, or visible support from leadership may hinder deeper trust-building.

Problem Statement 3: Student perception remained strong although survey results reveal a slight but consistent decline across all measured categories.

Root Cause: Peer dynamics and support structures may not be consistently strong across all classrooms, Variability in classroom expectations and emotional safety may impact perceptions of the learning environment.

Problem Statement 4: Involvement of parents supporting teachers with students who are not meeting growth targets.

Root Cause: Need more flexible meeting for parents who work.

Priority Problem Statements

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: GPM 1.1 Staff will identify their highly struggling students and track student progress toward mastery. Horizontal and vertical alignment will ensure best practices are being shared.

High Priority

Evaluation Data Sources: Fall, Winter, and Spring Standard Mastery Checks, Iready, Exit Tickets, Power DOLs.

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Use a standardized data tracking tool (e.g., Google Sheets, Eduphoria, or a district-approved platform) where teachers input data from weekly formative assessments, i-Ready diagnostics, and progress monitoring checks. Differentiate instruction and interventions within small groups utilizing I-Ready, (listening comprehension, picture, vocabulary, phonological awareness, word recognition and reading fluency) report to target specific needs during guided interventions. Strategy's Expected Result/Impact: Early identification of learning gaps will lead to timely intervention. Teachers and instructional leaders will have real-time visibility into student performance and increase student proficiency levels. Staff Responsible for Monitoring: Classroom, Teachers, Assistant Principal, CILT Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Classroom manipulatives, paper and supplies - 211 - Title I, Part A - 211-11-6399-2R-312-2-30 - \$1,000			

Strategy 2 Details	Reviews		
Strategy 2: Implement structured grade-level and vertical PLCs that collaboratively analyze student data, identify historically low-performing TEKS, and design, refine, and monitor high-quality lessons and instructional strategies aligned to student needs. Differentiated instruction and interventions within small groups utilizing I-Ready, target specific needs during guided interventions. Students reading learning center supplies, for students books and projects. Purchasing technology, ipads, laptops, chromebooks, chart paper, laminating film to display students work and projects word walls and bulletin boards, Pre-K-5 for instructional purposes and learning stations. Strategy's Expected Result/Impact: Teachers will consistently deliver targeted, TEKS-aligned instruction that addresses identified learning gaps, resulting in increased student mastery of historically low-performing standards and improved performance in Domain 1 reading/writing assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, CILT team. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Student Technology, paper, reading supplies - 211 - Title I, Part A - 211-11-6399-2R-312-2-30 - \$1,500	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2: GPM 1.2 Teachers and staff will consistently use student data-tracking systems to monitor progress, set goals, and adjust instruction, leading to improved Domain 1 reading/writing performance.

High Priority
Evaluation Data Sources: Data trackers, Exit tickets, Teacher conferences

Strategy 1 Details	Reviews		
Strategy 1: Select and implement a consistent, easy-to-use student data-tracking tool across grade levels and provide teachers with guidance on supporting students in monitoring their academic progress and goal attainment. Strategy's Expected Result/Impact: Students and teachers will regularly use performance data to identify strengths and areas for growth, leading to more targeted instruction, increased student accountability, and improved Domain 1 achievement. Staff Responsible for Monitoring: Assistant Principal, Team leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: GPM 2.1 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 45%--to --80%--by June 2030.

High Priority
Evaluation Data Sources: Exit Tickets, I-Ready (EOY, BOY, EOY), Common Assessments

Strategy 1 Details	Reviews		
Strategy 1: Integrate Math (LABs) within the Core Schedule and provide tiered math interventions using evidence-based resources aligned to TEKS. Provide opportunities for enrichment to students performing at or above grade level to deepen understanding and maintain engagement and utilize formative assessments to group students and track their progress over time. Provide targeted small group math instruction during core math blocks and intervention periods regularly monitor progress and adjust groups and instructional strategies accordingly. Strategy's Expected Result/Impact: Improved student retention of key math skills across the year. Increased math fluency and number sense in all students and higher performance on interim and end-of-year TEKS-aligned assessments. Students will build a stronger foundation, reducing learning gaps. Staff Responsible for Monitoring: Assistant Principal, Team leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: Build Teacher Capacity in Differentiated Math Instruction by offer professional development focused on strategies for differentiating math instruction in Grades 1 and 2. Train teachers on how to implement math workshop models, use manipulatives, and integrate technology effectively and facilitate PLCs where teachers analyze student data and co-plan differentiated lessons. Strategy's Expected Result/Impact: Increased use of effective instructional strategies across classrooms and more consistent math achievement gains across all student groups. Stronger instructional practices lead to sustained academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Classroom instructional manipulative and supplies - 211 - Title I, Part A - 211-11-6399-2R-312-2-30 - \$1,000	Formative		Summative
	Oct	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Increase Family Engagement in Early Math Learning by offering parent workshops and resources that support math learning at home, aligned with TEKS. Share simple, fun math activities that families can do together to reinforce classroom learning and Communicate student progress regularly and involve families in goal-setting and support strategies. Strategy's Expected Result/Impact: Higher levels of parent participation in math-related activities and workshops. Increased reinforcement of math concepts at home. Improved student confidence and performance in math. A more strengthened home-school connection supports long-term academic success. Staff Responsible for Monitoring: Classroom Teachers, Parent Support Specialist, Assistant Principal, Principal Title I: 2.51, 2.52, 2.53 Funding Sources: Classroom supplies, math resources - 211 - Title I, Part A - 211-11-6399-2R-312-2-30 - \$500	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2: GPM 2.2 By the end of the 2026-2027 school year, the percentage of second-grade students performing at or above grade level in math will increase from 45% to 55%, as measured by district benchmark assessments and other campus progress-monitoring data.

High Priority

Evaluation Data Sources: Exit Tickets, Benchmark assessments, I-Ready Data (BOY, MOY, EOY)

Strategy 1 Details		Reviews		
Strategy 1: Implement structured grade-level PLCs to analyze student data, identify skill gaps, and collaboratively plan targeted instruction and interventions aligned to grade-level standards. Strategy's Expected Result/Impact: Teachers will use data to make instructional decisions and provide timely interventions, resulting in increased student mastery of grade-level math skills and growth toward grade-level proficiency. Staff Responsible for Monitoring: Assistant Principal, Team leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Establish a consistent student goal-setting and data-tracking process that enables students to monitor their academic progress and reflect on their learning throughout the year. Strategy's Expected Result/Impact: Students will take greater ownership of their learning, remain focused on academic goals, and demonstrate increased engagement and achievement in math. Staff Responsible for Monitoring: Assistant Principal, Team Leads Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
		Oct	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

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.

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.

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.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom manipulatives, paper and supplies	211-11-6399-2R-312-2-30	\$1,000.00
1	1	2	Student Technology, paper, reading supplies	211-11-6399-2R-312-2-30	\$1,500.00
2	1	2	Classroom instructional manipulative and supplies	211-11-6399-2R-312-2-30	\$1,000.00
2	1	3	Classroom supplies, math resources	211-11-6399-2R-312-2-30	\$500.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					-\$1,000.00
Grand Total Budgeted					\$3,000.00
Grand Total Spent					\$4,000.00
+/- Difference					-\$1,000.00