

Dallas Independent School District
281 East Dallas Elementary
2026-2027 Campus Improvement Plan



Mission Statement

We will nurture and educate scholars who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, and skillful problem solvers. East Dallas will be a beacon of hope and a model of excellence for the community.

Vision

100% of scholars will be college and career ready!

Value Statement

Integrity

Growth Mindset

Excellence

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Comprehensive Needs Assessment

Revised/Approved: June 2, 2026

Demographics

Demographics Summary

East Dallas currently serves 423 students. 49.6% of the student population is African American, 42.1% is Hispanic, 4.3% is multi race and 2.8% is white. The campuses is closer to being evenly split between Hispanic and African American than it has been in recent years. There are 136 emergent bilingual students served at EDES with only two of those students qualifying as ESL. There is one student who denied the emergent bilingual program. 13.9% of the campus is served through special education; the campus has 4 self contained special education classrooms in addition to inclusion. The campus is 97.9% economically disadvantaged.

Demographics Strengths

- **Diverse Program Offerings:**
 - PK-5 Bilingual and General Education
 - Gifted & Talented, Special Education (e.g., Total Communication, Functional Living Skills)
 - Music, Art, PE, and access to a full-time librarian
- **Low Student-Teacher Ratio:**
 - Average classroom ratio of 13:1 overall
 - Specialized units have 8:1, which supports intensive needs
- **Staff Qualifications:**
 - 53% of certified teachers are rated Proficient I or above (TEI)
 - A balanced mix of experienced teachers and new hires
- **Support Staff Presence:**
 - 12 Teacher Assistance support learning and instruction

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement.

Root Cause: Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation, inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Problem Statement 2 (Prioritized): Students not in specialized units, who are most at risk in our General Education and Bilingual programs are not consistently navigating the complete Multi-Tiered System of Supports (MTSS process, nor are they being referred for special education evaluations to thoroughly assess their academic needs and potential services.

Root Cause: Student mobility may create a barrier in some circumstances, however Teachers have not received comprehensive training on the full MTSS process, particularly regarding procedures for referring students for special education evaluations. Training has primarily emphasized the implementation of testing accommodations, with limited focus on the broader referral process.

Student Learning

Student Learning Summary

Our SMC#3 Data has the campus scoring a 59 in Domain 1 and a 78 in Domain 2A. Both reading and math are scoring in the 60 range with Science having an impact with a score of 43. 5th grade is meeting growth goals at a strong rate with 83 for English and 78 for Spanish testers. 4th grade math also has a strong showing for Domain 2A. The SMC#3 showed

Met Dallas										D1	D1	D2B	
	Goal	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	Scale	Letter	
1st Reading English	46%	14	6	2	1	23	39%	13%	4%	19	46	F	
1st Reading Spanish	64%	1	8	1	3	13	92%	31%	23%	49	77	B	
4th Reading English	48%	10	14	7	1	32	69%	25%	3%	32	57	D	
4th Reading Spanish	13%	11	2	3	1	17	35%	24%	6%	22	49	F	
5th Reading English	44%	10	5	18	3	36	72%	58%	8%	46	74	B	
5th Reading Spanish	38%	3	1	2	1	7	57%	43%	14%	38	65	C	
3rd Math English	83%	7	13	6	0	26	73%	23%	0%	32	57	D	
3rd Math Spanish	93%	2	7	2	3	14	86%	36%	21%	48	76	B	
4th Math English	33%	16	16	3	3	38	58%	16%	8%	27	53	F	
4th Math Spanish	15%	2	6	6	0	14	86%	43%	0%	43	72	B	
5th Math English	36%	10	9	9	7	35	71%	46%	20%	46	74	B	
5th Math Spanish	0%	6	1	1	0	8	25%	13%	0%	13	41	F	
5th Science	45%	20	11	11	2	44	55%	30%	5%	30	56	F	
											D1	D1	D2B
TOTAL	46%	112	99	71	25	307	64%	31%	8%	34	59	D	
Reading	44%	49	36	33	10	128	62%	34%	8%	34	59	D	
Math	47%	43	52	27	13	135	68%	30%	10%	36	62	C	
Science	45%	20	11	11	2	44	55%	30%	5%	30	56	F	

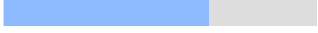
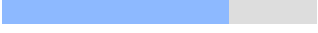
an 83 for English testers and a 94 for Spanish.

End of year iReady for Math shows progress for all grade levels with 4th and 1st grade meeting typical growth and significant progress at meeting stretch growth.

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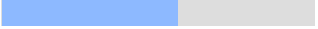
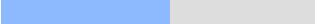
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Grade K		9	49%		7	37%
Grade 1		1	58%		8	42%

Grade 2	 7	38%	 4	21%	
Grade 3	 11	56%	 6	23%	
Grade 4	 11	73%	 8	31%	
Grade 5	 9	47%	 4	12%	

iReady Reading results show growth with 4th and 5th grades outscoring K-3rd grade in typical and stretch goals.

Grade K	 6	29%	 4	14%	
Grade 1	 8	37%	 6	11%	

Grade 2	 6	29%	 3	16%	
Grade 3	 8	47%	 4	22%	
Grade 4	 10	63%	 7	39%	
Grade 5	 10	77%	 7	21%	

CIRCLE, the assessment for PreK shows the majority of students are on track for vocabulary, letter naming, and overall math/reading. Math is scoring higher than phonological awareness.

Measure		On Track	Needs Su
Rapid Letter Naming		81%	16%
Rapid Vocabulary	Rapid Vocabulary 3	83%	17%
	Overall Measure	83%	17%
Math	Rote Counting	56%	10%
	Shape Naming	87%	13%
	Number Discrimination	93%	7%
	Number Naming	70%	9%
	Shape Discrimination	97%	3%
	Counting Sets	97%	3%
	Operations	60%	40%
	Overall Measure	90%	10%
Phonological Awareness	Syllabication	65%	4%
	Onset-Rime	61%	15%
	Alliteration	46%	17%
	Rhyming I	46%	17%
	Overall Measure	78%	9%
* Measure has no benchmarks.			

Student Learning Strengths

Strong Student Growth Across Subjects

Across both Reading and Math, students are showing positive academic growth, with many grade levels meeting or exceeding Annual Typical Growth expectations. Several grades also demonstrated strong placement improvement, indicating students are moving closer to or into grade-level proficiency.

Evidence of Effective Instructional Practices

The data reflects strong instructional alignment and targeted support systems. Multiple grade levels exceeded 100% progress toward Annual Typical Growth goals, showing that focused instruction, intervention, and small-group support are producing measurable results.

Improved Student Placement

Many students improved their placement levels in both Reading and Math, showing that students are not only growing academically but also progressing toward higher achievement

bands.

Reading Strengths

Kindergarten

- Kindergarten students demonstrated strong early literacy growth with:
 - 97% progress toward Typical Growth
 - 79% progress toward Stretch Growth
 - 49% meeting Typical Growth goals
- Nearly half of students improved placement levels, reflecting strong foundational literacy instruction.

Strength Highlight

The Kindergarten team is building strong early reading foundations in phonological awareness, vocabulary, and early comprehension skills.

Grade 1

- Grade 1 exceeded Typical Growth expectations with:
 - 111% progress toward Typical Growth
 - 58% of students meeting Typical Growth goals
 - 42% meeting Stretch Growth goals
 - 66% improving placement levels

Strength Highlight

First grade students are making exceptional reading gains, demonstrating strong growth in fluency and comprehension. The high percentage of students improving placement levels reflects effective differentiation and intervention support.

Grade 3

- Grade 3 students achieved:

- 108% progress toward Typical Growth
- 56% meeting Typical Growth goals
- 77% improving placement levels

Strength Highlight

Third grade demonstrated one of the highest placement improvement rates in Reading. Students are responding well to focused literacy instruction and targeted support.

Grade 4

- Grade 4 demonstrated outstanding Reading performance:
 - 135% progress toward Typical Growth
 - 73% meeting Typical Growth goals
 - 78% improving placement levels

Strength Highlight

Fourth grade emerged as one of the school's strongest performing grade levels in Reading. Students are showing strong comprehension growth and consistent academic progress.

Math Strengths

Grade 4

- Grade 4 showed exceptional Math growth:
 - 152% progress toward Typical Growth
 - 63% meeting Typical Growth goals
 - 73% progress toward Stretch Growth
 - 68% improving placement levels

Strength Highlight

Fourth grade students significantly exceeded growth expectations in Math. This reflects strong conceptual instruction, student engagement, and effective intervention practices.

Grade 5

- Grade 5 demonstrated the strongest Math Typical Growth progress in the school:
 - 160% progress toward Typical Growth
 - 77% meeting Typical Growth goals
 - 65% improving placement levels

Strength Highlight

Fifth grade students are excelling in Math growth. The high percentage of students meeting growth goals indicates strong mastery of grade-level standards and effective instructional planning.

Grade 3

- Grade 3 students achieved:
 - 85% progress toward Typical Growth
 - 47% meeting Typical Growth goals
 - 59% improving placement levels

Strength Highlight

Third grade students continue to show steady growth in foundational math skills and problem-solving abilities.

Positive Trends Across the Campus

High Levels of Student Growth

Several grade levels exceeded 100% Typical Growth in Reading and Math, demonstrating accelerated learning and successful instructional practices.

Strong Placement Improvement

Multiple grade levels showed more than 65% of students improving placement levels, indicating that students are making meaningful academic gains.

East Dallas ES

SMC #3 STAAR Simulation Strengths Report

The SMC #3 STAAR Simulation data highlights several areas of academic strength across Reading, Math, and Science at East Dallas School. The results reflect positive student performance trends, strong instructional practices in several tested areas, and evidence of student growth toward mastery of TEKS-aligned standards.

Overall Strengths

Strong Approaches Performance Across Content Areas

Students demonstrated solid performance at the Approaches Grade Level standard across multiple subjects and grade levels. This indicates that many students are developing foundational understanding of grade-level content and are progressing toward mastery.

Schoolwide Performance Highlights

- **Reading:** 62% Approaches
- **Math:** 68% Approaches
- **Science:** 55% Approaches

Strength Highlight

Math demonstrated the strongest overall Approaches performance, showing that students are building strong foundational mathematical understanding and problem-solving skills.

Reading Strengths

5th Grade Reading English

5th Grade Reading English demonstrated one of the strongest performances in Reading.

Data Highlights

- 72% Approaches
- 58% Meets
- 8% Masters
- Scale Score: 74 (B)

Strength Highlight

Students in 5th Grade Reading English showed strong readiness for STAAR success, particularly at the Meets performance level. The high percentage of students achieving Meets indicates strong comprehension, vocabulary, and analytical reading skills.

3rd Grade Reading Spanish

3rd Grade Reading Spanish showed exceptional Approaches performance.

Data Highlights

- 92% Approaches
- 31% Meets
- 23% Masters
- Scale Score: 77 (B)

Strength Highlight

This was one of the strongest performing groups overall. The high percentage of students reaching Masters demonstrates advanced understanding and strong literacy development in bilingual instruction.

4th Grade Reading English

4th Grade Reading English showed balanced growth across performance levels.

Data Highlights

- 69% Approaches
- 25% Meets
- 3% Masters

Strength Highlight

A strong percentage of students met grade-level expectations, reflecting effective reading instruction and student growth in comprehension and academic vocabulary.

Math Strengths

3rd Grade Math Spanish

3rd Grade Math Spanish achieved the highest overall performance in Math.

Data Highlights

- 86% Approaches
- 36% Meets
- 21% Masters
- Scale Score: 76 (B)

Strength Highlight

Students demonstrated strong mathematical reasoning and conceptual understanding. The percentage of students reaching Masters reflects high levels of student achievement and rigorous instruction.

5th Grade Math English

5th Grade Math English demonstrated strong student achievement.

Data Highlights

- 71% Approaches
- 46% Meets
- 20% Masters
- Scale Score: 74 (B)

Strength Highlight

Nearly half of the students achieved the Meets standard, showing strong readiness for middle school mathematics and success with multi-step problem-solving tasks.

4th Grade Math Spanish

4th Grade Math Spanish demonstrated strong overall progress.

Data Highlights

- 86% Approaches
- 43% Meets
- 0% Masters
- Scale Score: 72 (B)

Strength Highlight

Students performed exceptionally well at the Approaches and Meets levels, indicating strong foundational understanding of grade-level math standards.

Science Strengths

5th Grade Science

5th Grade Science demonstrated positive overall student achievement.

Data Highlights

- 55% Approaches
- 30% Meets
- 5% Masters

Strength Highlight

More than half of students achieved the Approaches standard, and nearly one-third achieved Meets. This reflects growing understanding of scientific concepts and effective science instruction.

Additional Campus Strengths

Strong Bilingual Program Performance

Spanish assessment groups consistently performed well across Reading and Math.

Evidence

- 3rd Reading Spanish: 92% Approaches
- 3rd Math Spanish: 86% Approaches
- 4th Math Spanish: 86% Approaches

Strength Highlight

The bilingual program continues to support strong academic achievement and student success across tested subjects.

High Meets and Masters Achievement in Key Areas

Several student groups demonstrated strong higher-level achievement.

Highest Meets Percentages

- 5th Grade Reading English: 58%
- 5th Grade Math English: 46%
- 4th Grade Math Spanish: 43%

Highest Masters Percentages

- 3rd Grade Reading Spanish: 23%
- 3rd Grade Math Spanish: 21%
- 5th Grade Math English: 20%

Strength Highlight

These results indicate that many students are not only approaching grade level but are also demonstrating deeper understanding and advanced academic performance.

Conclusion

The SMC #3 STAAR Simulation results reflect many academic strengths across East Dallas. Students demonstrated strong performance in Math overall, with especially notable success in bilingual classrooms and upper elementary grades. Reading data showed strong achievement in 5th Grade English and 3rd Grade Spanish, while Science results indicate positive progress toward mastery.

The data reflects the impact of strong instruction, targeted intervention, collaborative planning, and the commitment of teachers and students to academic excellence. These strengths provide a strong foundation as the campus continues preparing students for STAAR success and long-term academic achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading. While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide.

Root Cause: Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.

Problem Statement 2 (Prioritized): MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind.

Root Cause: Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

School Processes & Programs

School Processes & Programs Summary

Curriculum

While Amplify (Reading) and Eureka (Math) serve as the core instructional curricula at East Dallas ES, teachers regularly supplement these programs with TEKS-aligned questions and tasks embedded throughout lessons. These additions mirror the rigor and structure of STAAR assessments, helping students connect daily instruction to end-of-year expectations. This approach also allows teachers to collect real-time data on student understanding, which informs targeted support during the learning acceleration block. By aligning curriculum with assessment demands, this practice is contributing to improved student outcomes, as reflected in recent data trends.

Personnel

At East Dallas ES, we believe that an effective teacher is the most critical factor in student success. Our staffing strategy has focused on recruiting highly qualified educators with a track record of effectiveness and student achievement. Preference is given to candidates rated Proficient I or higher, with demonstrated results in driving academic growth. Our hiring process includes a multi-step approach: candidates participate in interviews with grade-level teams, deliver model lessons evaluated by content area staff, and are selected based on both instructional performance and alignment with district and campus goals.

Professional Development and PLCs

At East Dallas ES, professional development is intentionally designed to build teacher capacity and directly impact student achievement. Throughout the year, our PD and PLCs are centered on evidence-based strategies aligned to campus-wide goals, including improving instructional rigor, embedding TEKS-aligned questioning, and using data to drive small group instruction. Sessions are responsive to student data and tailored to teacher needs, with follow-up support through coaching, modeling, and collaborative planning. This targeted approach ensures that professional learning translates into daily classroom practices that support student growth and success.

Leadership and Decision Making

Our campus is rooted in shared decision-making and collaboration. Campus leaders meet monthly with site-based decision-making team members, grade-level chairs, department leaders, and support staff to review data, align on priorities, and respond to student needs. These structured meetings ensure that instructional decisions are informed by those closest to the work, promote consistency across grade levels and content areas, and foster a culture of transparency and collective responsibility for student outcomes.

Family and Community Engagement

At East Dallas, we prioritize strong partnerships with families and the surrounding community to support student success. Throughout the year, we host regular academic nights, parent workshops, and community events that provide families with strategies to support learning at home. We maintain consistent two-way communication through newsletters, ClassDojo, and parent conferences. By building trust and engaging families as partners, we strengthen the school-home connection and foster a supportive environment for every student.

Student Culture and Climate

Creating a safe, inclusive, and nurturing environment is a core priority at East Dallas ES. We implement campus-wide expectations through our PBIS (Positive Behavioral Interventions and Supports) framework and SEL (Social Emotional Learning) practices to reinforce positive behavior and emotional well-being. Regular student celebrations, leadership opportunities, and restorative practices contribute to a sense of belonging and purpose. Student surveys and discipline data are reviewed regularly to adjust supports and ensure that every child feels respected, safe, and motivated to succeed.

Technology Integration

Technology is used intentionally at East Dallas to enhance teaching and personalize student learning. All classrooms are equipped with interactive displays, and students have regular access to Chromebooks and educational software, such as i-Ready and Imagine Learning. Teachers integrate digital tools during instruction and interventions, ensuring alignment with TEKS and supporting engagement. Ongoing professional development ensures staff can effectively leverage technology to meet diverse learner needs and close academic gaps.

School Context and Organization

Students at EDES in Kindergarten through 3rd Grade Spend 120 Minutes in Reading, 60 Minutes in Math, and 45 Minutes in Social Studies. Students in 4th and 5th Grade spend 90 Minutes in Reading, 90 Minutes in Math, and 45 Minutes in Math and Science. All students participate in either a 45 minute or 1 hour block of PE, Art, music, library, or TAG daily. Classroom sizes can range from 17 to 24 students per teacher. Currently every grade level has one bilingual classroom teacher and 2-3 general education classrooms. Students also participate in 30 minutes of recess and 30 minutes of lunch daily. Students are also provided 30-45 minute intervention blocks to close the achievement gap amongst students not mastering skills

The Campus has a tier behavior system based on the level of offense, which empowers teachers in classroom management. Students are encouraged to participate in several of our after school activities such as basketball, cheer, band, Art club, E-Sports, etc.,. The Strengths of the school context and organization time is the increase in planning minutes for teachers and the use of the intervention time to close learning gaps. Areas of Need include providing more activities that are interesting to a larger student population.

School Processes & Programs Strengths

At EDES, teachers enhance the Amplify (Reading) and Eureka (Math) curricula by integrating TEKS-aligned tasks that reflect STAAR rigor. This approach strengthens connections to end-of-year goals and supports student growth through real-time data and targeted instruction.

Students at East Dallas ES report high levels of engagement, connection, and instructional support. According to the Spring 2026 Panorama survey, 88% of students rated pedagogical effectiveness favorably, indicating that teachers make learning interesting, maintain classroom control, and clearly explain content. Additionally, 84% of students felt their teachers hold them to rigorous expectations, and 85% reported strong teacher-student relationships. Overall there was a small dip in each topic (3-6 points).

The survey results indicate that in specials (PE and art) students feel the behavior of students hurts their learning and the teacher is not excited to be teaching the class. (PE and Art at 69% for both topics). Since all K-5th grade students attend specials, this impact is felt across the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students.

Root Cause: Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

Problem Statement 2 (Prioritized): Teachers need additional support with developing strong relationships and de-escalating students when needed.

Root Cause: Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

Perceptions

Perceptions Summary

Leadership

We believe the people make the difference. The EDES faculty embraces the core values:

1. Integrity
2. Respect
3. Excellence

Learning

Adult learning is accelerated with professional development and a commitment to excellence in both academic and social-emotional learning.

Expectations

- Relationships are prioritized.
- School culture is joyful.
- Learning time is maximized.
- Uniforms are provided to students.
- Campus facilities are clean.
- Parent and community partnerships are strengthened.

Our campus mission at East Dallas ES is that we are "cultivating excellence in every student." We do that by walking in our campus values of excellence, growth mindset and integrity everyday.

Our campus priorities are as follows:

- Close the achievement gap through the use of data and interventions
- Establish a positive climate and culture of high expectations
- Establish a culture of feedback

DAEP placements decreased from last year. As of May 2026, only one student has been to DAEP. **This year we did one threat assessment.**

Climate and culture data indicates that teacher to teacher trust has improved since last school year. The school is in Quintile 5 for teacher-teacher trust. Culture of Feedback and Support grew to quintile 3 in Spring of 2024.

Staff Climate and Survey

The Fall Climate Survey for staff had the campus in the 1st or 2nd quintile in all areas. Culture of Feedback & Support is the lowest scoring category. Principal to Teacher Trust grew from Fall 25 to Fall 25. Teacher to Teacher trust dropped, and there were new staff members that joined the team.

Family and Community Involvement

Spring parent surveys are not available until summer 2026. The campus saw an increase in parents seeking volunteer opportunities throughout the school year. Families less frequently called Parent Advocacy for support and allowed the campus to resolve concerns. The campus met the minimum requirement for the parent survey days sooner than last year.

Volunteers

The campus has a steady number of volunteers that worked with early grades this school year. The twelve volunteers were consistently involved during the school year. The campus also had an increase of volunteers who helped us with attendance incentives and preparing for the carnival, winter program and school dance.

Perceptions Strengths

The campus created a dashboard to house all important information to increase transparency.

Classrooms that scored high on the climate survey also scored high on the SMC #3. S

Overall the climate survey by students remains positive and shows students feel safe and are engaged in the learning at EDES.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The student survey points to a need for deeper engagement beyond the classroom. Only 66% of students reported frequently talking about class ideas outside of school, and 77% report feeling interested in the class. These findings suggest that students may not yet be fully internalizing or extending their academic learning, which can impact long-term mastery and success.

Root Cause: Students attending EDES often face limited access to enrichment opportunities, academic role models, and structured support outside of school. These external factors can impact their ability to engage in academic conversations that reinforce learning at home. Additionally, community stressors may affect peer interactions and behavior, which can affect readiness for future learning.

Priority Problem Statements

Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement.

Root Cause 1: Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation, inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students not in specialized units, who are most at risk in our General Education and Bilingual programs are not consistently navigating the complete Multi-Tiered System of Supports (MTSS) process, nor are they being referred for special education evaluations to thoroughly assess their academic needs and potential services.

Root Cause 2: Student mobility may create a barrier in some circumstances, however Teachers have not received comprehensive training on the full MTSS process, particularly regarding procedures for referring students for special education evaluations. Training has primarily emphasized the implementation of testing accommodations, with limited focus on the broader referral process.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The student survey points to a need for deeper engagement beyond the classroom. Only 66% of students reported frequently talking about class ideas outside of school, and 77% report feeling interested in the class. These findings suggest that students may not yet be fully internalizing or extending their academic learning, which can impact long-term mastery and success.

Root Cause 3: Students attending EDES often face limited access to enrichment opportunities, academic role models, and structured support outside of school. These external factors can impact their ability to engage in academic conversations that reinforce learning at home. Additionally, community stressors may affect peer interactions and behavior, which can affect readiness for future learning.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teachers need additional support with developing strong relationships and de-escalating students when needed.

Root Cause 4: Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students.

Root Cause 5: Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind.

Root Cause 6: Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading, While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide.

Root Cause 7: Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Technology and resource allocation data

Goals

Revised/Approved: June 2, 2026

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 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will maintain a achievement at or above the 50th percentile.

High Priority

HB3 Goal

Evaluation Data Sources: 2025-2026 Kinder iReady data

BOY

EOY

Strategy 1 Details	Reviews		
Strategy 1: Utilize PLC/PD meetings to effectively build teacher capacity, prepare to deliver quality first instruction using Amplify and phonics-based routines. Kindergarten ELA/SLA classrooms will continue to implement Amplify Lessons that incorporate culturally relevant instructional strategies that align to the TEKS and implement early literacy instructional routines using phonological awareness, phonics, and shared reading as part of their Tier I instruction. Continued support needed for teachers to unpack the TEKS in order to understand the rigor of the TEKS and using questioning methods for mastery. Kindergarten teachers will implement The Science of Reading strategies during Tier 1 instruction to ensure increase in fluency. Admin will allocate funds for PLC binders/ Notebooks, and data analyzation tools (All In Learning, Data Wall materials). Teachers will attend Staff Developments that will help towards improving student outcome amongst students performing low in Reading (Kindergarten) according to iReady data. Strategy's Expected Result/Impact: 100% of Kindergarten teachers will implement phonics based routines , with 80% demonstrating fidelity as demonstrated by classroom observations, work artifacts and 75% or more students demonstrating one years worth of growth on iReady or other District designated diagnostic. Staff Responsible for Monitoring: All kindergarten teachers, support staff, and administration Title I: 2.52 - 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 Funding Sources: Title 1 211 - 211 - Title I, Part A - \$15,000	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		

Strategy 2 Details	Reviews		
Strategy 2: To effectively monitor reading development, all students will participate in universal screeners and district-aligned progress monitoring tools, such as IReady. The data collected will be used to identify students requiring targeted support and guide strategic intervention planning through iReady resources, specifically for all Tier 2 and Tier 3 students. Tier 2 students will be progress monitored biweekly, while Tier 3 students will be monitored weekly to ensure timely identification of learning gaps and instructional needs. Teachers will update a designated data tracker weekly to document student performance and monitor trends. This progress monitoring data will drive the selection and implementation of tailored interventions, ensuring that instructional decisions are responsive, data-driven, and aligned to student needs. To address the reading needs of Kindergarten students performing below grade level, as indicated by iReady data, the school administration is committed to providing targeted resources. . One of the first steps in supporting this goal is the strategic allocation of funds toward tools that facilitate teacher collaboration and data-driven instruction. Professional Learning Community (PLC) binders and notebooks will be provided to organize instructional planning, track student progress, and facilitate the use of student data in decision-making. In addition, the purchase of data analysis tools such as All In Learning and resources to build a school-wide Data Wall will enable teachers and administrators to visually track student progress, identify patterns, and respond to instructional needs in real time. Equally important is the professional development of staff. Teachers will participate in targeted staff development sessions focused on best practices in early literacy instruction. These trainings will be specifically designed to address the challenges faced by students who are not yet meeting reading benchmarks, equipping educators with high-leverage strategies to accelerate learning and close performance gaps. By investing in ongoing teacher training, the school ensures that instructional practices remain aligned with current research and responsive to student needs. To enhance the learning environment and support phonics and fluency development, the administration will also invest in high-quality instructional materials and technology. This includes the purchase of speakers, headphones, and "hear myself" sound phones. These tools will support auditory learning and help students develop stronger decoding and pronunciation skills, which are essential for reading fluency. In addition, teachers and students will be provided with the necessary instructional supplies to support daily literacy instruction. Items such as copy paper, pencils, highlighters, pens, crayons, markers, chart paper, staples, staplers, giant red timers, reusable wipe write pockets and file folders will be readily available to ensure that classrooms are well-equipped. Strategy's Expected Result/Impact: By the end of the school year, 100% of Kindergarten students will demonstrate measurable growth in phonics knowledge, contributing to improved reading fluency as assessed by district-approved literacy assessments. Staff Responsible for Monitoring: All kindergarten teachers, support staff, and administration. 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. **Root Cause:** Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Student Learning

Problem Statement 1: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading, While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide. **Root Cause:** Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.

School Processes & Programs

Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. **Root Cause:** Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

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 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will maintain a minimum achievement at or above the 50th percentile in 1st grade and increase from 31% to 50% in 2nd grade by June 2030.

Evaluation Data Sources: 2025-2026 1st Grade iReady data

BOY 8% at or above grade level

EOY 51% at or above grade level

2025-2026 2nd Grade iReady data

BOY 6% at or above grade level

EOY 31% at or above grade level

Strategy 1 Details	Reviews		
Strategy 1: By June 2030, student achievement in Grades 1 and 2 reading will demonstrate significant improvement, as measured by TEKS-aligned end-of-year assessments and i-Ready middle-of-year (MOY) and end-of-year (EOY) data. Specifically, the percentage of first-grade students performing at or above the 50th percentile will increase from 51% to 60%, and the percentage of second-grade students performing at or above the 50th percentile will increase from 31% to 50%. This goal reflects our commitment to ensuring that all students, particularly those from historically underserved groups, develop strong foundational literacy skills by the end of primary school. To achieve this goal, the campus will implement a comprehensive Multi-Tiered System of Supports (MTSS) grounded in strong Tier 1 instruction and evidence-based literacy practices. Amplify, the district-adopted reading curriculum, will be implemented with fidelity in all first- and second-grade classrooms to ensure consistent, high-quality instruction aligned to the TEKS and the Science of Reading. Weekly Professional Learning Communities (PLCs) will provide structured opportunities for teachers to collaboratively plan instruction, unpack the rigor of the TEKS, analyze student work, and use assessment data to guide instructional decisions. PLCs will focus on leveraging i-Ready and other formative assessment tools to monitor student progress and identify students in need of Tier 2 and Tier 3 interventions in a timely manner. Special attention will be given to supporting economically disadvantaged students, English Learners, students with disabilities, and students from diverse racial and ethnic backgrounds. Teachers will receive ongoing support and professional development to strengthen culturally responsive instructional practices and effectively address literacy gaps. Science of Reading strategies, including phonemic awareness, phonics, decoding, vocabulary development, fluency, and comprehension, will be embedded into daily instruction to ensure students develop the foundational skills necessary for long-term reading success. Additionally, intervention systems will be monitored regularly to ensure targeted support is responsive, data-driven, and aligned to individual student needs. Campus leadership and instructional support staff will conduct ongoing classroom observations, coaching cycles, and data reviews to ensure implementation fidelity and continuous improvement in literacy instruction. Strategy's Expected Result/Impact: By June 2027, student achievement in Grades 1 and 2 reading will show significant improvement, as measured by performance on TEKS-aligned end-of-year assessments and i-Ready middle-of-year (MOY) and end-of-year (EOY) data. Specifically, the percentage of first-grade students performing at or above the 50th percentile will increase from 51% to 60%, while the percentage of second-grade students performing at or above the 50th percentile will increase from 31% to 50%. These outcomes will demonstrate strengthened foundational literacy skills, increased student growth, and improved readiness for future academic success. Staff Responsible for Monitoring: All 1st and 2nd grade teachers, staff members, and Administration. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		

Strategy 2 Details	Reviews		
Strategy 2: To monitor the reading development of all first- and second-grade students, students will participate in universal screeners and district-aligned progress monitoring assessments, including DIBELS and i-Ready diagnostic tools. Data collected from these assessments will be used to identify students requiring targeted support and to guide strategic intervention planning through i-Ready resources and other evidence-based instructional supports for Tier 2 and Tier 3 students. Tier 2 students will be progress monitored biweekly, while Tier 3 students will be monitored weekly to ensure the timely identification of learning gaps and instructional needs. Teachers will maintain and update a designated data tracker weekly to document student performance, monitor growth trends, and evaluate intervention effectiveness. Progress monitoring data will drive instructional decision-making and the implementation of differentiated interventions during LAB time, ensuring that support is responsive, data-driven, and aligned to individual student needs. Ongoing collaboration among teachers, interventionists, and campus leadership will support continuous review of student progress and adjustment of intervention strategies to maximize reading growth and achievement. Strategy's Expected Result/Impact: 100% of first-grade students will increase their fluency between 60 and 90 wpm, while 2nd-grade students will increase their fluency between 90 and 120 wpm, as well as improve comprehension, writing, and vocabulary by the end of the school year. Staff Responsible for Monitoring: All 1st and 2nd grade teachers, staff members, and administration TEA Priorities: 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		

Strategy 3 Details		Reviews		
Strategy 3: Promote a culture of continuous improvement by aligning professional development with instructional coaching, ongoing collaboration within grade-level and content-area teams, and consistent monitoring of student progress at the campus, classroom, and individual student levels. Teachers and staff will actively engage in Professional Learning Communities (PLCs), data discussions, and coaching cycles focused on strengthening instructional practices and improving student outcomes. This strategy includes active participation in the Multi-Tiered System of Supports (MTSS) process to ensure timely identification of student needs and the implementation of targeted academic interventions. Staff will strategically utilize instructional materials, intervention resources, and campus supports to enhance student learning and maximize instructional effectiveness. Campus leadership will regularly monitor the implementation of instructional programs, analyze student achievement data, and provide feedback and support to ensure continuous growth and accountability. Through ongoing professional learning and collaborative problem-solving, the campus will build collective capacity to meet the diverse academic needs of all students and sustain high levels of achievement. Strategy's Expected Result/Impact: Educators will demonstrate improved instructional practices through targeted professional development, instructional coaching, and ongoing collaborative planning. Collaboration among grade-level and content-area teams will result in stronger alignment of instruction, more effective teaching strategies, and increased consistency in meeting student learning needs. Regular monitoring of student programs and active participation in the MTSS process will support timely interventions, increased academic growth, and improved student outcomes across all tiers of support. The strategic use of instructional materials, intervention resources, and data-driven practices will enhance learning experiences and ensure equitable access to high-quality instruction for all students. Staff Responsible for Monitoring: Teachers, Administration, and Support Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1		Formative		Summative
		Oct	Feb	Apr
		 Some Progress		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. Root Cause: Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Demographics

Problem Statement 2: Students not in specialized units, who are most at risk in our General Education and Bilingual programs are not consistently navigating the complete Multi-Tiered System of Supports (MTSS) process, nor are they being referred for special education evaluations to thoroughly assess their academic needs and potential services. **Root Cause:** Student mobility may create a barrier in some circumstances, however Teachers have not received comprehensive training on the full MTSS process, particularly regarding procedures for referring students for special education evaluations. Training has primarily emphasized the implementation of testing accommodations, with limited focus on the broader referral process.

Student Learning

Problem Statement 1: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading, While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide. **Root Cause:** Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.

Problem Statement 2: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind. **Root Cause:** Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

School Processes & Programs

Problem Statement 1: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students. **Root Cause:** Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. **Root Cause:** Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

Perceptions

Problem Statement 1: The student survey points to a need for deeper engagement beyond the classroom. Only 66% of students reported frequently talking about class ideas outside of school, and 77% report feeling interested in the class. These findings suggest that students may not yet be fully internalizing or extending their academic learning, which can impact long-term mastery and success. **Root Cause:** Students attending EDES often face limited access to enrichment opportunities, academic role models, and structured support outside of school. These external factors can impact their ability to engage in academic conversations that reinforce learning at home. Additionally, community stressors may affect peer interactions and behavior, which can affect readiness for future learning.

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 3: GPM 1.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 31% to 50% by June 2030.

Evaluation Data Sources: None

Strategy 1 Details	Reviews		
Strategy 1: By June 2030, the percentage of Grade 2 African American students performing at or above the 50th percentile on a TEKS-aligned end-of-year reading assessment will increase from 31% to 50%. This goal reflects the campus and district commitment to closing achievement gaps and ensuring equitable academic outcomes for all students. To achieve this objective, the campus will implement a targeted instructional plan that emphasizes strong Tier 1 instruction, culturally responsive teaching practices, and Social-Emotional Learning (SEL) strategies that foster student engagement and belonging. Amplify, the district-adopted reading curriculum, will be implemented with fidelity to ensure consistent, rigorous, and TEKS-aligned instruction across all Grade 2 classrooms. Teachers will embed Science of Reading strategies into daily instruction to strengthen students' phonemic awareness, phonics, decoding, fluency, vocabulary, and reading comprehension skills. Instructional practices will intentionally incorporate culturally relevant learning experiences that reflect and affirm the identities, backgrounds, and lived experiences of African American students in order to increase engagement, academic confidence, and reading achievement. Weekly Professional Learning Communities (PLCs) and data discussions will support teachers in analyzing student progress, planning targeted instruction, and identifying students in need of additional interventions. Tier 2 and Tier 3 supports will be implemented through data-driven interventions designed to accelerate literacy growth and address individual student needs. Through this strategic and equity-focused approach, the campus is committed to increasing reading achievement for Grade 2 African American students and ensuring all students develop the foundational literacy skills necessary for long-term academic success. Strategy's Expected Result/Impact: Expected results include increase in typical and stretch iReady scores and TEKS aligned assessments. Staff Responsible for Monitoring: All 1st and 2nd grade teachers, staff members, and administration. 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 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		

Strategy 2 Details		Reviews		
Strategy 2: By June 2030, the percentage of Grade 2 African American students performing at or above the 50th percentile on a TEKS-aligned end-of-year reading assessment will increase from 31 percent to 50 percent. Teachers will participate in weekly Professional Learning Communities (PLCs) focused on lesson planning, unpacking TEKS standards to build teacher expertise in literacy that aligns with The Science of Reading and equitable teaching practices. Special emphasis will be placed on improving outcomes for African American students and economically disadvantaged students. Strategy's Expected Result/Impact: Expected results include increase in typical and stretch iReady scores and TEKS aligned assessments of all 1st and 2nd grade students. Staff Responsible for Monitoring: All 1st, 2nd grade teachers, staff members, and administration. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Student Learning 1		Formative		Summative
		Oct	Feb	Apr
		 Some Progress		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. Root Cause: Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.
Student Learning
Problem Statement 1: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading, While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide. Root Cause: Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.
School Processes & Programs
Problem Statement 1: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students. Root Cause: Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

School Processes & Programs
Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. Root Cause: Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

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 4: A Parent Instructor will support parents in navigating their children's academic journey by providing resources, guidance, and ongoing support. This role ensures that parents have the knowledge, tools, and confidence needed to actively engage in and contribute to their children's educational success.

Evaluation Data Sources: 2026-2027 Parent Survey
2026-2027 Student survey

Strategy 1 Details		Reviews		
Strategy 1: The Parent Instructor will facilitate and host monthly workshops/ trainings for families on key topics including Suicide Prevention, Conflict Resolution, Discipline Management/Programs, Violence Prevention ,Understanding report cards and assessment data,Supporting reading and math at home, College and career readiness, Technology and digital learning platforms, Attendance and student success. Strategy's Expected Result/Impact: By participating in parent education workshops, families gain the knowledge and skills needed to support student learning at home, resulting in increased parent engagement, stronger home-school partnerships, improved student achievement, and greater student success. Staff Responsible for Monitoring: Parent Specialist Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - Student Learning 1, 2 - Perceptions 1		Formative		Summative
		Oct	Feb	Apr
		 Some Progress		

Strategy 2 Details	Reviews		
Strategy 2: Keeping parents and community stakeholders informed through planners, newsletters, the campus marquee, School Messenger, the school website, and student binders/folders/agendas strengthens communication between home and school. These communication tools provide timely information about school activities, academic expectations, student progress, and important events. As a result, parents are better equipped to support their children's learning, monitor academic performance, and stay actively engaged in the educational process. Consistent communication fosters stronger family-school partnerships, increases parent involvement, and contributes to improved student achievement and overall school success. Strategy's Expected Result/Impact: Effective and consistent communication keeps families informed and engaged, resulting in stronger home-school partnerships, increased parent involvement, and improved student academic and behavioral outcomes. Staff Responsible for Monitoring: Parent Specialist Principal Assistant Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		
Strategy 3 Details	Reviews		
Strategy 3: Parent Instructor will encourage greater parent/community involvement in the development of the Parent Compact and Family Engagement Policy and provide multiple parent involvement meetings such as family nights, Adult ESL/GED classes and extracurricular activity sponsorships. Strategy's Expected Result/Impact: Parents and community members become active partners in the educational process, resulting in increased family engagement, stronger relationships between home and school, and greater participation in school activities and decision-making. Educational opportunities such as ESL and GED classes empower parents with skills and knowledge that support student learning and family success. As parent involvement increases, students benefit from improved academic performance, attendance, motivation, and overall school engagement. Staff Responsible for Monitoring: Parent Instructor, Administration, and school staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. **Root Cause:** Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Student Learning

Problem Statement 1: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading, While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide. **Root Cause:** Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.

Problem Statement 2: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind. **Root Cause:** Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

Perceptions

Problem Statement 1: The student survey points to a need for deeper engagement beyond the classroom. Only 66% of students reported frequently talking about class ideas outside of school, and 77% report feeling interested in the class. These findings suggest that students may not yet be fully internalizing or extending their academic learning, which can impact long-term mastery and success. **Root Cause:** Students attending EDES often face limited access to enrichment opportunities, academic role models, and structured support outside of school. These external factors can impact their ability to engage in academic conversations that reinforce learning at home. Additionally, community stressors may affect peer interactions and behavior, which can affect readiness for future learning.

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 5: **Strategy:**

East Dallas Elementary will implement a consistent third-grade reading-to-writing instructional cycle using high-quality instructional materials, explicit teacher modeling, daily text-based discussion and writing, and targeted small-group instruction. Teachers will develop students' ability to identify genre, comprehend increasingly complex texts, make inferences, and explain their thinking using relevant text evidence. Instruction will address foundational reading gaps while providing purposeful opportunities for students to progress toward Approaches, Meets, and Masters, supporting an increase in the third-grade reading/writing Domain 1 average from 45 to 55 by June 2030.

****Implementation actions:****

- During weekly PLCs, teachers will internalize upcoming lessons, identify the reading and writing demands of priority standards, and develop exemplars and checks for understanding.
- Teachers will model how to analyze a text, select relevant evidence, and construct a written response. Students will practice daily through discussion and writing, receive specific feedback, and revise their responses.
- Teachers will provide a protected, daily small-group instructional block based on assessment results and student work. Groups will address decoding, fluency, vocabulary, comprehension, or written expression, with extension tasks that deepen analysis for students ready for greater challenge.
- Teachers will establish individual growth targets and review progress every two weeks, adjusting groups and instruction based on demonstrated mastery.

****Monitoring and responsibility:****

The principal, assistant principals, and instructional coach will conduct weekly walkthroughs to monitor implementation and provide coaching. During PLCs, teachers and campus leaders will review common assessment results and writing samples using shared scoring criteria. Campus and district leaders will review implementation and student outcomes every six weeks, examining progress toward Approaches, Meets, and Masters and the performance of student groups.

****Additional actions if progress is insufficient:****

When implementation is inconsistent, campus leaders will provide targeted modeling, coaching, and follow-up observations. When students show insufficient progress across two consecutive monitoring cycles, teachers will adjust instructional approaches, increase intervention frequency, or reduce group size.

****Resource allocation:****

The campus will protect daily intervention time and weekly PLC time, prioritize instructional coaching for third-grade literacy, and align available intervention staffing and funds to diagnostic needs, aligned reading materials, and targeted tutoring.

****Proposed annual Domain 1 targets:****

June 2027: 48; June 2028: 50; June 2029: 53; June 2030: 55.

High Priority

HB3 Goal

Evaluation Data Sources: SMC Data, STAAR Data

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 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will maintain a achievement at or above the 50th percentile. Specifically an increase from 47% on the EOY iReady assessment will have a minimum increase to the 50th percentile.

Evaluation Data Sources: 2025-2026 Kinder iReady Math Data
 BOY 4% at or above Grade Level
 EOY 47% at or above Grade Level

Strategy 1 Details	Reviews		
Strategy 1: Implement a comprehensive professional development system to support the implementation of the uniform Tier I resource for 1st and 2nd grade Math teacher. Primary focus will be place on alignment of instructional strategies and the use of the Read-Draw-Write strategy to improve student problem solving skills. Campus will allocate funds for Professional Development materials. Strategy's Expected Result/Impact: Increase student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics Staff Responsible for Monitoring: Principal and Assistant Principal 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Demographics 2 - Perceptions 1	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		

Strategy 2 Details		Reviews		
Strategy 2: Implement a Tier 2 system to identify & accelerate grade level achievement for student student performing below the 50th percentile. Emphasis will be placed on using data to inform instructional practices, ensuring that teaching strategies are tailored to meet the diverse needs of students and promote academic growth. The campus will allocate funds for materials needs to track student progress, math manipulatives, binders, and paper. Strategy's Expected Result/Impact: Increase student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1		Formative		Summative
		Oct	Feb	Apr
		 Some Progress		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students not in specialized units, who are most at risk in our General Education and Bilingual programs are not consistently navigating the complete Multi-Tiered System of Supports (MTSS) process, nor are they being referred for special education evaluations to thoroughly assess their academic needs and potential services. Root Cause: Student mobility may create a barrier in some circumstances, however Teachers have not received comprehensive training on the full MTSS process, particularly regarding procedures for referring students for special education evaluations. Training has primarily emphasized the implementation of testing accommodations, with limited focus on the broader referral process.
Student Learning
Problem Statement 1: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading, While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide. Root Cause: Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels. Problem Statement 2: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind. Root Cause: Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

School Processes & Programs

Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. **Root Cause:** Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

Perceptions

Problem Statement 1: The student survey points to a need for deeper engagement beyond the classroom. Only 66% of students reported frequently talking about class ideas outside of school, and 77% report feeling interested in the class. These findings suggest that students may not yet be fully internalizing or extending their academic learning, which can impact long-term mastery and success. **Root Cause:** Students attending EDES often face limited access to enrichment opportunities, academic role models, and structured support outside of school. These external factors can impact their ability to engage in academic conversations that reinforce learning at home. Additionally, community stressors may affect peer interactions and behavior, which can affect readiness for future learning.

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 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 31% to 50% by June 2030.

Evaluation Data Sources: i-Ready Math and TEKS aligned assessments

Strategy 1 Details	Reviews		
Strategy 1: Implement a comprehensive professional development system to support the implementation of the uniform Tier I resource for 1st and 2nd grade Math teacher. Primary focus will be place on alignment of instructional strategies and the use of the Read-Draw-Write strategy to improve student problem solving skills. Strategy's Expected Result/Impact: Increase student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2	Formative		Summative
	Oct	Feb	Apr
	 No Progress		
Strategy 2 Details	Reviews		
Strategy 2: Implement a Tier 2 system to identify & accelerate grade level achievement for student student performing below the 50th percentile. Emphasis will be placed on using data to inform instructional practices, ensuring that teaching strategies are tailored to meet the diverse needs of students and promote academic growth. The campus will allocate funds for materials needs to track student progress, math manipulatives, binders, and paper. Strategy's Expected Result/Impact: Increase student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. **Root Cause:** Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Student Learning

Problem Statement 2: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind. **Root Cause:** Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

School Processes & Programs

Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. **Root Cause:** Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

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 3: GPM 2.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 31% to 50% by June 2030.

Strategy 1 Details		Reviews		
Strategy 1: Campus will Implement a comprehensive system of targeted instructional support focused on consistent and coherent Tier I instruction. Emphasis will be placed on using data to inform instructional practices, ensuring that teaching strategies are tailored to meet the diverse needs of students and promote academic growth. Strategy's Expected Result/Impact: Increase the number of students performing above the 50th percentile Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2		Formative		Summative
		Oct	Feb	Apr
		 Some Progress		
Strategy 2 Details		Reviews		
Strategy 2: Teachers will utilize progress tracking tools and plan targeted interventions for those who are not meeting grade level expectation. Campus administration will support these efforts by allocating resources for effective progress monitoring, including the implementation of tools like All in Learning and the provision of monitor binders. Strategy's Expected Result/Impact: Increase the number of students performing above the 50th percentile Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2		Formative		Summative
		Oct	Feb	Apr
		 Some Progress		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Demographics**

Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. **Root Cause:** Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Student Learning

Problem Statement 2: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind. **Root Cause:** Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

School Processes & Programs

Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. **Root Cause:** Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

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: GPM 3.1 Through high-quality Tier I instruction, all 4th- and 5th-grade students will increase their average Reading STAAR Domain 1 scale score from 68 (2026 preliminary baseline) to 73 by May 2027, representing a minimum growth of 5 points and supporting long-term improvement toward the campus and district reading achievement goals.

Evaluation Data Sources: STAAR, Power DOL, SMC

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Teachers will implement Feedback for Learning by communicating success criteria, providing timely feedback, and using data from common assessments to adjust Tier I reading instruction. Students will engage in regular data tracking and goal setting following each assessment. Strategy's Expected Result/Impact: As a result of consistent implementation of Feedback for Learning, data-driven instructional adjustments, and student goal setting, 4th- and 5th-grade students will demonstrate increased mastery of grade-level reading standards, resulting in an increase in the average Reading STAAR Domain 1 scale score from 68 to 73 by May 2027. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers and Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2	Some Progress		

Strategy 2 Details		Reviews		
Strategy 2: Teachers will implement All In Learning writers workshop weekly and the curriculum through focused note-taking, and constructed responses. Campus leaders will provide ongoing coaching, observations, and feedback to strengthen literacy instruction and teacher effectiveness. Strategy's Expected Result/Impact: As a result of strengthened literacy instruction across all content areas and improved teacher effectiveness through coaching and professional learning, students will increase their ability to analyze, interpret, and respond to complex texts, resulting in improved Reading STAAR performance and an increase in the average Domain 1 scale score from 68 to 73 by May 2027. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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		Formative		Summative
		Oct	Feb	Apr
		 Moderate Progress		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. Root Cause: Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.
Student Learning
Problem Statement 1: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading, While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide. Root Cause: Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.
School Processes & Programs
Problem Statement 1: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students. Root Cause: Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals. Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. Root Cause: Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

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 2: GPM 3.2 Through targeted intervention, progress monitoring, accelerated instruction, and individualized support, the percentage of all 4th- and 5th-grade students meeting or exceeding their state Reading growth goal will increase from 69% (2026 preliminary Reading achievement baseline) to 85% by May 2027.

Evaluation Data Sources: STAAR, Power DOL, SMC

Strategy 1 Details	Reviews		
Strategy 1: Teachers will provide targeted reading intervention for students identified through assessment data and monitor progress regularly using common assessments, progress monitoring tools, and student data conferences. Data will be gathered and analyzed to ensure timely instructional adjustments. Strategy's Expected Result/Impact: Students receiving targeted intervention will demonstrate accelerated academic growth, increasing the percentage of 4th- and 5th-grade students meeting or exceeding their state Reading growth goal from 69% to 85% by May 2027. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		
Strategy 2 Details	Reviews		
Strategy 2: Teachers and interventionists will provide accelerated instruction through differentiated small-group lessons focused on identified reading skill gaps. Student progress will be reviewed regularly to ensure interventions are aligned to individual learning needs and growth targets. Strategy's Expected Result/Impact: Students will close identified reading gaps and make measurable academic progress, resulting in 85% of 4th- and 5th-grade students meeting or exceeding their state Reading growth goal by May 2027. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Student Learning 1	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: READING i-Ready Diagnostic for the EOY showed that across grades K-5, a significant majority of students remain below grade level in reading. While early literacy gains are emerging in 1st and progress is evident in 4th and 5th grade, persistent gaps in comprehension, fluency, and vocabulary development continue to hinder student progress school-wide. **Root Cause:** Reading instruction lacks consistent, vertically aligned implementation of foundational phonics in early grades and text-based comprehension strategies in upper grades with specific genre characteristics. Teachers require additional support and time in creating targeted small-group instruction and scaffolded exposure to complex texts to address the range of reading deficits across grade levels.

School Processes & Programs

Problem Statement 1: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students. **Root Cause:** Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

Problem Statement 2: Teachers need additional support with developing strong relationships and de-escalating students when needed. **Root Cause:** Students that do not feel connected to the instructor are less likely to alter behavior or calm down after a triggering event.

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: GPM 4.1 Through high-quality Tier I mathematics instruction, all 4th- and 5th-grade students will increase their average Math STAAR Domain 1 scale score from 65 (2026 preliminary baseline) to 70 by May 2027, representing a minimum growth of 5 points and supporting long-term improvement toward the campus and district mathematics achievement goals.

Evaluation Data Sources: STAAR, Power DOL, SMC

Strategy 1 Details	Reviews		
Strategy 1: Teachers will use formative assessment data, student work analysis, and data gathering tools to identify misconceptions and adjust Tier I mathematics instruction. Students will participate in regular data tracking and goal-setting conferences following common assessments. Strategy's Expected Result/Impact: Students will demonstrate improved mastery of grade-level mathematics standards, increasing the average Math STAAR Domain 1 scale score from 65 to 70 by May 2027. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		
Strategy 2 Details	Reviews		
Strategy 2: Teachers will implement feedback for learning by communicating success criteria, providing timely feedback, and engaging students in mathematical discourse, problem-solving, and justification of reasoning during daily instruction. Campus leaders will support implementation through ongoing coaching and feedback cycles. Strategy's Expected Result/Impact: Students will strengthen mathematical reasoning and problem-solving skills, increasing the average Math STAAR Domain 1 scale score from 65 to 70 by May 2027. Staff Responsible for Monitoring: Teacher, Principal, Assistant Principal. Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind. **Root Cause:** Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

School Processes & Programs

Problem Statement 1: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students. **Root Cause:** Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

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 2: GPM 4.2 Through targeted intervention, progress monitoring, accelerated instruction, and individualized support, the percentage of all 4th- and 5th-grade students meeting or exceeding their state Math growth goal will increase from 61% (2026 preliminary Math achievement baseline) to 85% by May 2027.

Evaluation Data Sources: STAAR, Power DOL, SMC

Strategy 1 Details	Reviews		
Strategy 1: Teachers will provide targeted mathematics intervention for students identified through assessment data and monitor progress regularly using common assessments, progress monitoring tools, and student data conferences. Data will be gathered and analyzed through platforms to ensure timely instructional adjustments. Strategy's Expected Result/Impact: The percentage of 4th- and 5th-grade students meeting or exceeding their state Math growth goal will increase from 61% to 85% by May 2027. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		
Strategy 2 Details	Reviews		
Strategy 2: Teachers and interventionists will provide accelerated instruction through differentiated small-group lessons focused on identified mathematics skill gaps. Student progress will be reviewed regularly to ensure interventions are aligned to individual learning needs and growth targets. Strategy's Expected Result/Impact: The percentage of 4th- and 5th-grade students meeting or exceeding their state Math growth goal will increase from 61% to 85% by May 2027. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: MATH i-Ready Diagnostic for the EOY showed that many older students started the year several years behind and still have a lot of catching up to do. At the end of the year, only 15% of students on grade level, with 26% one grade level below and 47% two or more years behind. **Root Cause:** Math instruction often emphasizes procedures over conceptual understanding, and there is inconsistent use of manipulatives, models, and discourse that promote deep mathematical thinking. Intervention structures are underutilized or misaligned with student data, and teachers need more support in being able to differentiate instruction and remediating unfinished learning from previous years.

School Processes & Programs

Problem Statement 1: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students. **Root Cause:** Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

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: The percentage of 5th grade students meeting Grade Level on the STAAR Science assessment will increase from 12 percent to 30 percent by Spring 2027, with at least 75 percent of students performing at the Approaches Grade Level standard or above.

Evaluation Data Sources: STAAR, Power DOLs, SMC

Strategy 1 Details	Reviews		
Strategy 1: Teachers will engage in collaborative planning and data-driven instruction to ensure all students receive grade-level, standards-aligned instruction that emphasizes scientific reasoning, inquiry, academic vocabulary, and higher-order thinking. Instructional leaders and coaches will conduct ongoing coaching cycles that include classroom observations, feedback, modeling, co-planning, and data analysis to improve instructional practices and student outcomes. Teachers will utilize formative assessments, item analysis, and student work protocols to identify misconceptions and adjust instruction to ensure students are able to demonstrate proficiency at the Meets Grade Level standard. Strategy's Expected Result/Impact: Increased hands-on experiences in Science resulting in higher student achievement Staff Responsible for Monitoring: Science teachers, administration TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Oct	Feb	Apr
			
	Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: While teachers enhance core instruction with TEKS-aligned tasks, there is inconsistency in how these strategies are implemented across classrooms. This limits equitable access to rigorous, standards-aligned instruction for all students. Root Cause: Some teachers need more support, time, or training to consistently use aligned tasks and real-time data in their lessons. Without clear routines and follow-up, not all students are getting the same level of targeted help to meet grade-level goals.

Perceptions

Problem Statement 1: The student survey points to a need for deeper engagement beyond the classroom. Only 66% of students reported frequently talking about class ideas outside of school, and 77% report feeling interested in the class. These findings suggest that students may not yet be fully internalizing or extending their academic learning, which can impact long-term mastery and success. **Root Cause:** Students attending EDES often face limited access to enrichment opportunities, academic role models, and structured support outside of school. These external factors can impact their ability to engage in academic conversations that reinforce learning at home. Additionally, community stressors may affect peer interactions and behavior, which can affect readiness for future learning.

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 2: The campus Average Daily Attendance (ADA) rate will increase from 92.0% in the 2025-2026 school year to 95.0% in the 2026-2027 school year through the implementation of proactive attendance monitoring, family engagement, student recognition programs, and targeted interventions for students identified as chronically absent.

Evaluation Data Sources: PowerSchool attendance

Strategy 1 Details		Reviews		
Strategy 1: Implement campus-wide and classroom attendance recognition programs to celebrate individual students, classrooms, and grade levels with exemplary attendance. Strategy's Expected Result/Impact: increase attendance campus wide Staff Responsible for Monitoring: CRC, Parent Support Specialist, Counselor, administration, teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1		Formative		Summative
		Oct	Feb	Apr
		 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: East Dallas Elementary is experiencing persistently low student attendance (average rate of 90%) and high chronic absenteeism (36.74%) , which significantly impedes student learning, engagement, and overall academic achievement. Root Cause: Absenteeism is driven by housing instability, poverty-related barriers (e.g., food insecurity, transportation) , inconsistent early intervention, and limited coordination with parents and support services at the school and district level.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I 211		\$15,000.00
Sub-Total					\$15,000.00
Budgeted Fund Source Amount					\$28,000.00
+/- Difference					\$13,000.00
199 - General Operating					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,000.00
+/- Difference					\$18,000.00
Grand Total Budgeted					\$46,000.00
Grand Total Spent					\$15,000.00
+/- Difference					\$31,000.00