

Dallas Independent School District
207 San Jacinto Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

We educate all students to the highest levels of academic achievement, expand potential in a thriving, hands-on, inclusive learning environment and inspire our Jets to actively involve and serve our community.

We are change makers!

Vision

To excel our student's learning and social and emotional development through creativity, collaboration, and dedication as we propel each individual to walk in their purpose.

We reach for the stars!

Core Beliefs

We believe that **all students**, regardless of socioeconomic status, language, or skin color, will be provided a **high quality education** with exemplar lesson that fulfill their social, emotional and academic needs in a **nurturing environment** filled with **caring adults** who will help them to achieve their highest potential, so that they have a **future filled with choice and opportunity**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Teachers

Teachers: 34

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	17.6
Hispanic	24	70.6
White	3	8.8
Multiple	0	0.0
Other	1	2.9

Gender	Number	Percentage
Female	23	67.6
Male	11	32.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	5.1	55.2
2020-21	5.4	88.9
2021-22	7.1	82.1

YEARS EXPERIENCE

Years	Number
Beginning (0)	0
1	2
2	5
3	5
4	3
5	2
1-3	12
More than 3	22
1 - 5	17
6 - 10	7
11 - 20	9
More than 20	1

Grade	Ethnicity (%)						
	All	White	African American	Hispanic	American Indian	Asian	Hispanic or Latino
EC	3	0 (0.0)	1 (33.3)	2 (66.7)	0 (0.0)	0 (0.0)	0 (0.0)
PK	55	0 (0.0)	6 (10.9)	49 (89.1)	0 (0.0)	0 (0.0)	0 (0.0)
KN	70	1 (1.4)	8 (11.4)	61 (87.1)	0 (0.0)	0 (0.0)	0 (0.0)
1	63	1 (1.6)	3 (4.8)	58 (92.1)	0 (0.0)	0 (0.0)	0 (0.0)
2	58	1 (1.7)	8 (13.8)	48 (82.8)	0 (0.0)	0 (0.0)	0 (0.0)
3	62	0 (0.0)	2 (3.2)	59 (95.2)	1 (1.6)	0 (0.0)	0 (0.0)
4	56	1 (1.8)	8 (14.3)	47 (83.9)	0 (0.0)	0 (0.0)	0 (0.0)
5	59	1 (1.7)	9 (15.3)	49 (83.1)	0 (0.0)	0 (0.0)	0 (0.0)
All	426	5 (1.2)	45 (10.6)	373 (87.6)	1 (0.2)	0 (0.0)	0 (0.0)

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Gender (%)		
Grade	Male	
EC	3 (100.0)	
PK	21 (38.2)	
KN	37 (52.9)	
1	30 (47.6)	
2	32 (55.2)	
3	31 (50.0)	
4	28 (50.0)	
5	21 (35.6)	
All	203 (47.7)	

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EB/EL (%)						
Grade	EB/EL Total	BE	ESL	Shelt	Den	
EC	1	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
PK	35	35 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
KN	47	43 (91.5)	0 (0.0)	0 (0.0)	2 (4.3)	
1	42	42 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
2	36	35 (97.2)	0 (0.0)	0 (0.0)	0 (0.0)	
3	40	40 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	
4	40	37 (92.5)	0 (0.0)	0 (0.0)	0 (0.0)	
5	41	40 (97.6)	0 (0.0)	0 (0.0)	1 (2.4)	
All	282	273 (96.8)	0 (0.0)	0 (0.0)	3 (1.1)	

EB/EL Total includes students whose EB/EL program information is missing.

Students enrolled in sheltered English/language arts courses ("Shelt") are not included in the counts for bilingual education ("BE") or ESL.

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OTHERS (%)					
Grade	BE not EB/EL	EB/EL Exit	Special Education	TAG	
EC	0 (0.0)	0 (0.0)	3 (100.0)	0 (0.0)	
PK	0 (0.0)	0 (0.0)	2 (3.6)	0 (0.0)	
KN	0 (0.0)	0 (0.0)	9 (12.9)	10 (14.3)	
1	0 (0.0)	0 (0.0)	4 (6.3)	5 (7.9)	
2	0 (0.0)	3 (5.2)	11 (19.0)	15 (25.9)	
3	0 (0.0)	0 (0.0)	9 (14.5)	17 (27.4)	
4	0 (0.0)	0 (0.0)	18 (32.1)	6 (10.7)	
5	0 (0.0)	0 (0.0)	13 (22.0)	15 (25.4)	
All	0 (0.0)	3 (0.7)	69 (16.2)	68 (16.0)	

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Demographics Strengths

Fairly even balance of female and male students.

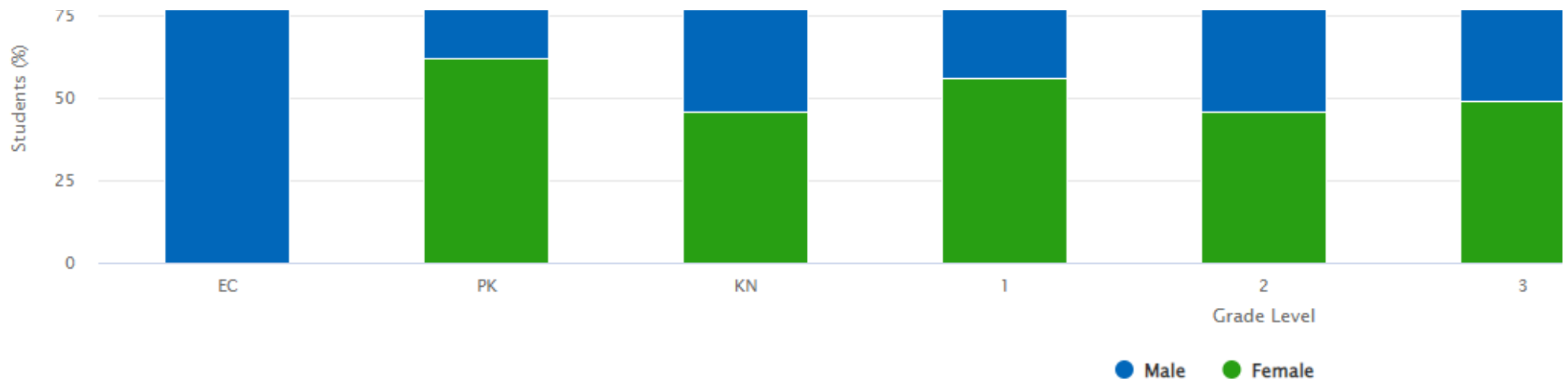
Large EB population.

SAN JACINTO ELEMENTARY SCHOOL – GENDER

Website: <https://www.dallasisd.org/sanjacinto>

(Source: PowerSchool SIS (Start Page > Student Selection > General Demographic))





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Gender (%)	
Grade	Male
EC	4 (100.0)
PK	21 (38.2)
KN	39 (54.2)
1	26 (44.1)
2	31 (54.4)
3	31 (50.8)
4	27 (49.1)
5	20 (35.1)
All	199 (47.4)

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Problem Statements Identifying Demographics Needs

Problem Statement 1: 18% SPED Population **Root Cause:** Delay on SPED referrals and identification. Large number of out of school zone SPED students.

Problem Statement 2: 92% of Economically Disadvantaged population

Problem Statement 3: More Coaching and Professional Development for Novice and DOI Teachers. **Root Cause:** 21% - 12 Teachers have less than 3 years of experience.

Problem Statement 4: In the 2023-2024 school year, there will be a high need for many supports in the 3-5 upper grade levels. **Root Cause:** 3rd - 21% SPED 4th - 15 % SPED 5th - 35% SPED

Problem Statement 5: 11% African American Students with reading struggles and academic gaps. **Root Cause:** Targeted Minority rosters for tutoring, small group, and intervention schedules.

Problem Statement 6: 94% overall year to date attendance rate with the greatest need being in Pre-Kindergarten through Second Grade. **Root Cause:** Parents understanding the importance and impact younger students missing has on their academic and social needs. Creating more incentives to encourage our Jets to have great attendance through our AFC program and House systems.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments
MAP

Strategy 1 Details	Reviews			
Strategy 1: Weekly PK-5 campus calibrations scheduled. A-Team will have weekly calibration walks using the waterfall and TEI Rubric to create a common language among leaders and for the feedback that is provided to the teachers. First, the Instructional Lead Teachers, Interventionist, and Demo-Teacher will share their Praise, Polish, and next Action Step. Then Assistant Principal, and lastly, the Principal will close to decide what feedback will be provided to the teacher. Team will determine who will provide the feedback by when in the debriefing immediately after the calibration walk. Strategy's Expected Result/Impact: Increase student academic achievement on all assessments. Staff Responsible for Monitoring: Mendoza Helms Loaiza Gomez James Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: A-Team will have an intentional focus on building, and coaching Pre-Kindergarten, Kindergarten, First Grade, and Second Grade. A-team will model the importance and speak to the value of ensuring we have a strong, solid, reading foundation within these listed grade levels. The Title 1 Teachers will work to complete weekly calibration walks to create a common language among all leaders. The Principal will work with the entire A-Team to ensure intentional early learning instructional practices and supports. The A-Team will continue to build our campuses Spanish resources for the lower grade levels, such as purchasing Estrellita, Accelerated Beginning Spanish Reading kits to measure growth to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase student growth, students meeting their individual goals, and data indicating a strong PK-2 foundation for learning. Staff Responsible for Monitoring: Mendoza Helms Gomez James PK-2 Grade Level Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Look Back PLCs after every formal and cumulative assessments using privacy dividers. Data Chats every three weeks in the large conference room. Data cards will be updated and band placement will be adjusted. Reflection questions, strategies, and goal setting will happen within each Data Chat Meeting. We will analyze data tracked by All in Learning, Checks for Understanding, white boards daily, and through analyzing student work. We will discuss the re-teach plans, specific teaching strategies, and student engagement. This will also support to measure growth to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase student academic achievement in all content areas. Staff Responsible for Monitoring: Mendoza Helms Loaiza Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Student Goal Setting with students. Teacher will review goals with students during the first week of school based on their EOY assessment's data. K-2 Reading Levels and 3-5th STAAR goals. Students will be motivated to accomplish their goals and celebrated at assessment check point for meeting those goals. House celebrations based on the Ron Clark Academy model will be implemented every nine weeks. Our campus will utilize the Ron Clark House Point System to track accomplishments and create celebrations based on points data. Strategy's Expected Result/Impact: Increase student academic achievement in all content areas. Increase individual student motivation and ownership. Staff Responsible for Monitoring: All Teachers A-Team Loaiza Plascencia Thompson Sims Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Restructure the lesson cycle to include engaging activities by promoting classroom discussions and guided discourse that are embedded within Eureka and Amplify. Focusing on increased, consistent Checks for Understanding using the All in Learning clickers daily. Monthly analysis of progress using All In Learning will be done by Admin, Counselor, CIC's and teachers to measure growth to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase student achievement in all assessments Increase campus culture by impacting students teacher relationships. Staff Responsible for Monitoring: A-Team All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Differentiated instruction and interventions within small groups. K-5 Using MAP skills (listening comprehension, picture vocabulary, phonological awareness, word recognition and reading fluency) report to target specific needs during guided interventions. Teachers will keep track by recording BOY MOY EOY progress in all core subjects for each student on posters displayed in classrooms. Strategy's Expected Result/Impact: Differentiated instruction based on individual student learning needs to increase academic achievement levels in all content areas. Staff Responsible for Monitoring: Teachers Gomez James Helms Mendoza Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Targeted emphasis campus-wide on ensuring Science is taught consistently amongst all grade levels. Professional developments and coaching for vocabulary routine supports and access to STEMscopes to help support the large Science learning gap. A-Team will walk weekly to ensure that Science instruction is happening daily. Monthly analysis of progress using All In Learning will be done by Admin, Counselor, CIC's and teachers to measure growth to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals in Science specifically. Staff Responsible for Monitoring: Mendoza Helms Contreras Zamacona Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Differentiated instruction and interventions within small groups. K-5 using K-12 Summit for listening, speaking, reading, and writing skill supports as well as composition notebooks and Wilson's curriculum for specific phonics skills supports. Monthly progress report will be analyzed to measure growth. Teachers will keep track by recording weekly progress in all core subjects for each student on posters displayed in classrooms. 3rd- 5th Using K-12 Summit for listening, speaking, reading, and writing skill supports, and Wilsons curriculum for specific phonics skills supports to report to target specific needs during guided interventions. Monthly analysis of progress using All In Learning will be done by Admin, Counselor, CIC's and teachers to measure growth to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase in academic performance for TELPAS assessments. Student growth for listening, speaking, and writing. Staff Responsible for Monitoring: Mendoza Helms James Grade Level Chairs Interventionist Demo-Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: High quality professional development. At the beginning of the year we will plan professional development plans for the school year. We will divide this out into first semester and second semester. We will share the San Jacinto Professional Development Plan with all staff and add all dates, times, topics, and presenters. These professional developments will be from 3:30 to 4:30 PM on Mondays. We will focus on the Problem Statements we need to address and progress within. Strategy's Expected Result/Impact: Increase in student survey results, climate survey, and Student performance each quarter. Staff Responsible for Monitoring: Mendoza Helms Loaiza Gomez James Grade Level Chairs Thompson Plascencia Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 10 Details		Reviews			
Strategy 10: Tutoring before and after school will be provided for students at risk of not meeting their growth goals in 3-5 and not reading on level in grades K-2. Amplify will be used to support alignment and exposure to tested contents during interventions and tutoring blocks. Tutoring will include differentiated support for ELL's, immigrants, and targeted African American students. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: All Teachers A-Team Loaiza Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Hire two full time Teachers to improve student achievement and overall goal of strengthening our PK-2 foundation. Partner with Human Capital and Management and attend job fairs. Actively email, and reach out to candidates that are sent from DISD hiring resources newsletter. Strategy's Expected Result/Impact: Increase student academic achievement on reading assessments. Staff Responsible for Monitoring: Gomez James Mendez Mendoza Helms Loaiza Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

High Priority
Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: African-American student achievement on TEKS-aligned District assessments in all state-assessed subjects using Domain 1 calculation will increase from 37 to 54 by January 2025. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Staff Responsible for Monitoring: Mendoza Helms Thompson All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy				

Strategy 2 Details	Reviews			
Strategy 2: Tutoring before and after school will be provided for students at risk of not meeting their growth goals in 5th grade and not reading on level in 5th grade. Tutoring will include differentiated support for ELL's, immigrants, and targeted African American students. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: Mendoza Helms Loaiza Grade Level Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Our Administrative team and Counselor have identified our low performing African-American students and have created a Mentor-Mentee program for regular check-ins, grade monitoring, mentorship, additional social and emotional learning, using the Sanford Harmony curriculum, and encouragement. Strategy's Expected Result/Impact: Increase student growth, students meeting their individual goals, and an increase in social and emotional intelligence. Staff Responsible for Monitoring: Mendoza Helms Thompson Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of year 2024-25.

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Reading, mathematics and 5th science skills will be a focus to continue to fill gaps and teach explicit skills. Mentoring Minds will be used to help with reading, mathematics and science interventions and growth progress. Monthly progress reports will be analyzed to measure growth in and to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase student growth, students meeting their individual goals, and assessment alignment practice. Staff Responsible for Monitoring: Mendoza Helms A-Team Loaiza Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Differentiated instruction through small groups for Reading and Math. Such as; choice boards, and stations. Using MAP Reading skills report to target specific needs during small group interventions. Monthly progress report will be analyzed to measure reading and math growth to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase student growth, students meeting their individual goals, and assessment alignment practice. Staff Responsible for Monitoring: Mendoza Helms A-Team Loaiza Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 1: GPM 2.1: Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

High Priority

Evaluation Data Sources: Student Assessments

Strategy 1 Details	Reviews			
Strategy 1: A 3rd Grade Reading Interventionist will be hired to specifically provide interventions to our 3rd graders that are within specific targeted MAP Reading percentiles. 2nd Grade will be the next grade level for this Reading Interventionist to support. Strategy's Expected Result/Impact: To ensure all students within the specified MAP Reading percentiles show tremendous growth in reading with the overall goal being, all students are at the Meets and Masters reading level. Staff Responsible for Monitoring: Mendoza Helms James Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Goal setting with Third Grade Teachers. A-Team will meet with all teachers to review student data and set growth goals that are aligned to campus yearly goals and the district five year goals. These ambitious goals are also differentiated by homerooms based on teacher's needs. A-Team and teachers will review progress after each common assessment, and formal assessments to analyze, action plan, and celebrate progress. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: Third Grade Teachers Interventionist Mendoza Helms Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Tutoring before and after school will be provided for students at risk of not meeting their growth goals in 3rd grade. Tutoring will include differentiated support for ELL's, immigrants, and targeted African American students. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: Mendoza Helms Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 2: GPM 2.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 40% by 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
Strategy 1: Targeted list of 2nd Grade African American students will receive intervention session through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list. Strategy's Expected Result/Impact: All second grade African American students scoring at or above their grade level. Staff Responsible for Monitoring: Second Grade Teachers Mendoza Helms Beacon Hill Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: A 3rd Grade Reading Interventionist will be hired to specifically provide interventions to our 2nd Graders who are in a specific MAP Reading Percentile range. Strategy's Expected Result/Impact: To ensure all students within the specified MAP Reading percentiles show tremendous growth in reading with the overall goal being, all students are at the Meets and Masters reading level. Students in 2nd moving to 3rd will be on grade level. Staff Responsible for Monitoring: Mendoza Helms Loaiza 3rd Reading Interventionist Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 3: GPM2.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29% to 37% by 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details		Reviews			
Strategy 1: Targeted list of 1st Grade African American students will receive intervention session through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list. Strategy's Expected Result/Impact: All first grade African American students scoring at or above their grade level. Staff Responsible for Monitoring: First Grade Teachers Mendoza Helms Beacon Hill Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 1: GPM 3.1: Student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments, STAAR, other norm-referenced assessments

Strategy 1 Details	Reviews			
Strategy 1: Weekly Third Grade Mathematics Professional Learning Communities. Helms, Gomez, and teachers will work together to unpack standards, script lessons, rehearse lessons and determine station grouping and activities. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: Mendoza Helms Gomez Third Grade Math Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Differentiated instruction through implementing Eureka with fidelity. Using MAP Math skills report to target specific needs during small group interventions. Monthly progress report will be analyzed to measure growth in 3rd grade and to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: Mendoza Helms Gomez Third Grade Math Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 2: GPM 3.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 22% to 40% by 2024-2025.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details		Reviews			
Strategy 1: Targeted list of 2nd Grade African American students will receive intervention sessions through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: Second Grade Teachers Mendoza Helms Beacon Hill Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 3: GPM 3.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 32% to 40% by 2024-25.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Targeted list of 1st Grade African American students will receive intervention sessions through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list. Strategy's Expected Result/Impact: Increase student growth and students meeting their individual goals. Closing the learning gaps more quickly and efficiently. Staff Responsible for Monitoring: First Grade Teachers Mendoza Helms Beacon Hill Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

- *STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)
- *EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)
- *TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 1: Teachers will host and provide extra curricular activities for all students in order to meet our campus goal and the district goal.

Evaluation Data Sources: Maintain percentage of student participation on extra curricular activities.
Increase campus culture.

Strategy 1 Details	Reviews			
Strategy 1: STUDENT PARTICIPATION 90% of students participating in at least one extracurricular or co-curricular activity. Strategy's Expected Result/Impact: Maintain percentage of student participation on extra curricular activities. Increase campus culture. Staff Responsible for Monitoring: Mendoza Vaamonde Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: EXTRACURRICULAR OPPORTUNITIES A variety of activity options will be available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation Strategy's Expected Result/Impact: Maintain a wide variety of participation options for our extra curricular activities. Increase campus culture. Staff Responsible for Monitoring: Mendoza Vaamonde Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: TEACHER PARTICIPATION PERCENTAGE 90% of teachers are involved in supporting extracurricular and co-curricular activities. Strategy's Expected Result/Impact: Maintain percentage of staff participation on extra curricular activities. Increase campus culture. Staff Responsible for Monitoring: Mendoza Vaamonde Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)

*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 2: Use a variety of sources of communication to promote and recruit students to our after school activities and share great learning opportunities and activities.

Evaluation Data Sources: Increase parental involvement and campus culture.

Strategy 1 Details	Reviews			
Strategy 1: All after school activities will be shared via: FaceBook, Instagram, ClassDojo, Twitter, SJ DISD Website, printed flyers, and a campus-wide call out. Strategy's Expected Result/Impact: Increase parental involvement and campus culture. Staff Responsible for Monitoring: Grade Level Chairs Dominguez Plascencia Mendoza Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 1: Counselor in conjunction with Parent Teacher Organization will facilitate parent workshops to inform parents about district policy, campus policies and procedures, including becoming involved in the Site Based Decision Making and Campus Improvement Plan review process.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Maintain a functional parent center that includes computers to support parent learning and interaction with school. Strategy's Expected Result/Impact: Increase percentage of volunteer hours. Staff Responsible for Monitoring: Teacher Assistants Plascencia Thompson	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselor and Parent Teacher Organization will hold various family learning nights throughout the year to provide opportunities for parents to get ideas to support learning at home and to help with the students transition to the next grade level. Strategy's Expected Result/Impact: Increase percentage of volunteer hours. Increased attendance for parent nights. Staff Responsible for Monitoring: Thompson Mendoza SJ PTO Plascencia Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Principal, Counselor and Teachers will facilitate and send communications to the parents about workshops, school programs, upcoming school activities, school news and any other information pertinent to the parents about instruction, after school activities, test taking anxiety, social emotional learning, etc. Communication with parents including Campus Improvement Plans will be offered in multiple translations for non-English readers. Mrs. Dominguez will continue to create the monthly SJ Parent Newsletter. Strategy's Expected Result/Impact: Increase parent-community-school connections and relationships. Increase percentage of volunteer hours. Increased attendance for parent nights. Staff Responsible for Monitoring: Thompson Mendoza Grade Level Chairs SJ PTO Plascencia Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Principal and counselor will meet with parents to Development and distribution of the Parent and Family Engagement Policy. Strategy's Expected Result/Impact: Distribute and obtain signed Parent and Family Engagement Policies. More parent/guardian awareness and ownership towards meeting campus goals. Staff Responsible for Monitoring: Thompson Mendoza Grade Level Chairs Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Counselor in conjunction with the Principal will engage parents in workshops to address drug and violence prevention, suicide prevention, conflict resolution, discipline management program and violence prevention and intervention. Strategy's Expected Result/Impact: More parent/guardian awareness and ownership towards meeting campus goals. Staff Responsible for Monitoring: Thompson Mendoza Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: To support developing leadership, student, parent and community engagement, including its impact in campus culture and student achievement, all students, and staff will be provided with high quality professional development of the Ron Clark Academy to continue to replicate the House system and this highly successful institution. All new students and staff members will be inducted into a House. House t-shirts, lanyards, bumper stickers, and other attire for all to show their school and House pride. Strategy's Expected Result/Impact: Increased campus climate and culture. Decrease in behavioral and discipline needs. Growth in Jets and team feeling part of a team. Increase in mentor-mentee relationships. Staff Responsible for Monitoring: Loaiza Mendoza House Committee Team Members Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Counselor and Administrators will provide parents with opportunities to participate in a monthly coffee with the principal to increase family and community engagement. Strategy's Expected Result/Impact: More parent/guardian awareness and ownership towards meeting campus goals. Increase parent-community-school connections and relationships. Increase percentage of volunteer hours. Increased attendance for parent nights. Staff Responsible for Monitoring: Thompson Mendoza Helms Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: Counselor, Administrators, and Teachers will provide parents with opportunities to participate in events such as parent nights to increase family and community engagement. Each grade level will host at least one family night to engage our parents and community in content-focused family nights. Strategy's Expected Result/Impact: More parent/guardian awareness and ownership towards meeting campus goals. Increase parent-community-school connections and relationships. Increase percentage of volunteer hours. Increased attendance for parent nights. Increase in content knowledge and student expectations and goals. Staff Responsible for Monitoring: Mendoza Helms Grade Level Chairs Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Supporting parents, and students in the process of applying to magnet/choice options within Dallas Independent School District. Support with the application process, interviewing process, and portfolio creation. Our team will help to interpret the mandatory tasks and documents as well as support with the communications received through mail or email. Strategy's Expected Result/Impact: To successfully have at least 10% of our 5th graders accepted into a magnet/choice program within bilingual and general education homerooms. Staff Responsible for Monitoring: Mendoza Dominguez Thompson Plascencia Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Targeted Support Strategies

Goal	Performance Objective/ Campus Goal	Strategy	Description
1	2	1	African-American student achievement on TEKS-aligned District assessments in all state-assessed subjects using Domain 1 calculation will increase from 37 to 54 by January 2025.
1	2	2	Tutoring before and after school will be provided for students at risk of not meeting their growth goals in 5th grade and not reading on level in 5th grade. Tutoring will include differentiated support for ELL's, immigrants, and targeted African American students.
1	2	3	Our Administrative team and Counselor have identified our low performing African-American students and have created and Mentor-Mentee program for regular check-ins, grade monitoring, mentorship, additional social and emotional learning, using the Sanford Harmony curriculum, and encouragement.
2	1	1	A 3rd Grade Reading Interventionist will be hired to specifically provide interventions to our 3rd graders that are within specific targeted MAP Reading percentiles. 2nd Grade will be the next grade level for this Reading Interventionist to support.
2	1	2	Goal setting with Third Grade Teachers. A-Team will meet with all teachers to review student data and set growth goals that are aligned to campus yearly goals and the district five year goals. These ambitious goals are also differentiated by homerooms based on teacher's needs. A-Team and teachers will review progress after each common assessment, and formal assessments to analyze, action plan, and celebrate progress.
2	1	3	Tutoring before and after school will be provided for students at risk of not meeting their growth goals in 3rd grade. Tutoring will include differentiated support for ELL's, immigrants, and targeted African American students.
2	2	1	Targeted list of 2nd Grade African American students will receive intervention session through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list.
2	2	2	A 3rd Grade Reading Interventionist will be hired to specifically provide interventions to our 2nd Graders who are in a specific MAP Reading Percentile range.
2	3	1	Targeted list of 1st Grade African American students will receive intervention session through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list.
3	1	1	Weekly Third Grade Mathematics Professional Learning Communities. Helms, Gomez, and teachers will work together to unpack standards, script lessons, rehearse lessons and determine station grouping and activities.
3	1	2	Differentiated instruction through implementing Eureka with fidelity. Using MAP Math skills report to target specific needs during small group interventions. Monthly progress report will be analyzed to measure growth in 3rd grade and to address mitigating learning loss and respond to the COVID-19 pandemic. Including it's impact on the social, emotional, mental health, and academic needs of students.
3	2	1	Targeted list of 2nd Grade African American students will receive intervention sessions through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list.
3	3	1	Targeted list of 1st Grade African American students will receive intervention sessions through our partnership with Beacon Hill. The A-Team will meet monthly with Beacon Hill to discuss data, trends, and any concerns to the student list.

Additional Targeted Support Strategies

Goal	Performance Objective/ Campus Goal	Strategy	Description
2	1	1	A 3rd Grade Reading Interventionist will be hired to specifically provide interventions to our 3rd graders that are within specific targeted MAP Reading percentiles. 2nd Grade will be the next grade level for this Reading Interventionist to support.