Campus-Level Annual Performance Goals

I. Campus Overview

Provide a brief overview of your campus, including general information about the campus, the total number of schools, student demographics, and any significant factors influencing academic performance.

- **Campus Name:**
- **Total Number of Schools:**
- **Student Population:**
- **Grade Levels Served:**
- **Key Demographic Information:**
    - % of students in economically disadvantaged households:
    - % of students in special education programs:
    - % of English Language Learners (ELLs):

II. Annual Performance Goal Template

This section is designed to help your campus reflect on current data, identify gaps, and develop intentional goals based on your specific needs. The guiding questions below will help you identify focus areas and corresponding strategies in curriculum and instruction, professional development, strategic staffing, and family engagement to address those gaps.

Goal 1: Assessing College Readiness in Math for All Students

1. **What percentage of students are currently meeting the college readiness benchmarks in math, as measured by the TSIA 2.0 Math and/or ELAR assessment?**
    - [Insert current percentage]

2. **How does this compare to other campuses across the district?**
    - [Insert comparison data]

3. **Which student groups (e.g., economically disadvantaged, ELLs, students with disabilities, etc.) are performing below the expected readiness level in math?**
    - [Insert groups and performance data]

4. **What gaps exist between current student performance and the college readiness benchmarks in math and/or ELAR?**
    - [Insert gap analysis]

Goal 2: Assessing Advanced Performance Levels in Math

1. **What percentage of students are currently achieving "Advanced" or "Exceeds Standards" in math and/or ELAR on the TSIA 2.0?**
    - [Insert current percentage]

2. **How do the campus's advanced performance levels compare to other campuses in the district?**
    - [Insert comparison data]

3. **Which students (e.g., specific subgroups or grade levels) are underrepresented in achieving advanced/exceeding levels?**
    - [Insert subgroup data]

4. **What specific skills or areas in the TSIA 2.0 Math and/or ELAR assessments (e.g., algebraic reasoning, quantitative reasoning, problem-solving, text analysis, essay) are students struggling with the most?**
    - [Insert areas of weakness]

Goal 3: Closing the Achievement Gap in Math and/or ELAR for Specific Student Subgroups

1. **What is the current achievement gap in math between different subgroups (e.g., economically disadvantaged, ELLs, students with disabilities) and their peers?**
    - [Insert achievement gap data]

2. **Which student subgroups are the furthest behind in terms of meeting college readiness standards in math?**
    - [Insert subgroup analysis]

3. **What targeted interventions have been used to address the needs of these subgroups, and how effective have they been?**
    - [Insert review of current interventions]

III. Identifying Strategies for Addressing Gaps and Meeting Goals

Based on the data you have gathered from the previous questions, outline strategies to close the achievement gaps and meet the goals for college readiness and advanced performance in math and/or ELAR.

Curriculum and Instruction

1. **What adjustments are needed in the math and/or ELAR curriculum to better prepare students for the TSIA 2.0 assessment?**
    - [Insert curriculum adjustments]
2. **Are there specific instructional materials or resources that should be introduced or expanded to support college readiness in math and/or ELAR?**
    - [Insert instructional material/resource suggestions]
3. **What changes in instructional practices are needed to improve student performance in math and/or ELAR?**
    - [Insert instructional practice improvements]
4. **How can technology or personalized learning tools be used to better support math and/or ELAR instruction and student engagement?**
    - [Insert tech or personalized learning tools]

Professional Development

1. **What professional development is needed for math teachers to improve their ability to prepare students for the TSIA 2.0 Math and/or ELAR assessment?**
    - [Insert PD needs]
2. **What specific training should be provided to teachers to address the needs of underperforming student groups (e.g., ELLs, economically disadvantaged, students with disabilities)?**
    - [Insert training suggestions]
3. **How can teachers be better supported in using data to monitor student progress and adjust instruction for those who are struggling in math and/or ELAR?**
    - [Insert data-use strategies]

Strategic Staffing

1. **How can staffing be adjusted to ensure that students who are struggling in math receive the necessary support (e.g., additional tutors, intervention specialists, smaller class sizes)?**
    - [Insert staffing adjustments]
2. **Are there specific roles or positions (e.g., math specialists, interventionists) that should be created or expanded to better support students' math and/or ELAR readiness?**
    - [Insert role/position suggestions]
3. **How can the district recruit and retain highly qualified math teachers who are familiar with the TSIA 2.0 requirements?**
    - [Insert recruitment and retention strategies]

Family Engagement

1. **How can the district increase family awareness of the TSIA 2.0 and its impact on students' college readiness in math and/or ELAR?**
    - [Insert family engagement strategies]
2. **What resources or support should be offered to families to help them assist their children in preparing for the TSIA 2.0 Math and/or ELAR assessment?**
    - [Insert resources/support ideas]
3. **How can the district build stronger partnerships with families to reinforce math skills outside of school hours?**
    - [Insert partnership ideas]

IV. Review and Adjustment Plan

- **Frequency of Reviews**: Monthly or quarterly review of progress towards each goal.
- **Data Sources**: TSIA 2.0 results, campus-level assessment data, student demographic data.
- **Adjustment Process**: Adjust strategies or targets if progress is slower than expected. Consider adding additional support or resources as needed.