

# Priority Problem Statements

**Problem Statement 1:** We have not seen significant gains in STAAR performance band achievement (Approaches-Meets-Masters)

**Root Cause 1:** We still have large performance gaps between students. Overall African American (AA) achievement rates have increased; however, the rates are consistently lower than Hispanic students' passing rates across all contents (ex.: ELAR - 8 pt difference; Science 21 points)

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Student attendance percentages have dropped from 96.4% to 95.2% (2020). Due to COVID, the campus had approx 60% of the campus engaged in Remote Learning with approximately 65% of students in class OR online during class time.

**Root Cause 2:** Family situations/ practices and significant health problems contribute to chronic attendance

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Verbal skills must be improved by incorporating more verbal response activities in classrooms.

**Root Cause 3:** Verbal response activities in classrooms, specifically activities to target the introverts...segue can be written ways to gain comfort

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Reading performance across all grade levels does not show significant growth

**Root Cause 4:** Literacy is not promoted as much as it could be. Language barriers and student comprehension of reading material contributes to low performance.

**Problem Statement 4 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 Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Observation Survey results

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Equity data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: June 1, 2021

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

**CAMPUS GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase to 53 by end of year in 2022.

**Performance Objective 1:** The campus average daily attendance rate will remain at or above 96%, allowing our students to be learn necessary skills to master state standards.

**Evaluation Data Sources:** State accountability records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support teachers in adopting culturally responsive strategies &amp; practices that build connections with students in all settings. These include routine communication with campus nurse &amp; counselor/ attendance office, opportunities to attend trainings on building partnerships with parents, book study of Poor Students; Rich Teaching, Overcoming the Achievement Gap Trap, &amp; attendance at Ron Clark Academy and additional workshops</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student well being and connection with staff, leading to a desire to attend school daily.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> training/conference/consultant fees - 211 - Title I, Part A - 211-13-6299-2T-352-2-30 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create classroom &amp; campus accountability systems that allow for quick identification of attendance irregularities including proactive parent outreach.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce layers of staff intervention to address truancy before students lose significant instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance administrator, Registrar, Attendance Clerk, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize campus House system to design sisterhood &amp; core values experiences that improve the social and emotional well being of our students, specifically needs identified in the Fall 2020 student SEL survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance at school due to feeling valued and in a school where opportunities are created for student specific interest &amp; mental needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Student attendance percentages have dropped from 96.4% to 95.2% (2020). Due to COVID, the campus had approx 60% of the campus engaged in Remote Learning with approximately 65% of students in class OR online during class time. <b>Root Cause:</b> Family situations/ practices and significant health problems contribute to chronic attendance</p>

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

**CAMPUS GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase to 53 by end of year in 2022.

**Performance Objective 2:** The number of students who meet STAAR standards in ELAR will be no less than 45% and no less than 18% will Master STAAR standards.

**Evaluation Data Sources:** State accountability records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> * CIC &amp; AP will provide tailored levels of support to teachers and adjust the frequency of closely modeling, co-teaching and providing small group lessons . * Teachers will increase the amount and differentiate the levels of tutoring throughout the year, identifying student needs based on performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on weekly DOLs. Improved spot observation scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administration &amp; Leadership</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> * Develop and implement a campus literacy initiative to support populations that historically have challenges in mastering grade level content, including English language learners, Special Education students, African American students</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team and those in charge of campus Professional Development plans</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> We have not seen significant gains in STAAR performance band achievement (Approaches-Meets-Masters) <b>Root Cause:</b> We still have large performance gaps between students. Overall African American (AA) achievement rates have increased; however, the rates are consistently lower than Hispanic students' passing rates across all contents (ex.: ELAR - 8 pt difference; Science 21 points)</p>

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

**CAMPUS GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase to 53 by end of year in 2022.

**Performance Objective 3:** The number of students who meet STAAR standards in Social Studies 8 will be no less than 37%, and no less than 19% will Master STAAR standards.

**Evaluation Data Sources:** State accountability records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend local/national conferences, content, single gender / STEAM / culturally responsive professional development to train campus staff to improve instruction as it relates to student needs. Potential conferences may include, but are not limited to RtI at Work, Eric Jensen workshops, NCGS, ITEEA, Region 10, Lead4Wward, Rockin Review, Lohman Strategy, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide more rigorous and differentiated instruction that accommodates varied learning styles and encourages connection and culturally responsive teaching</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June

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

**CAMPUS GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase to 53 by end of year in 2022.

**Performance Objective 4:** The number of students who meet STAAR standards in Science 8 will be no less than 50% and no less than 20% will Master STAAR standards.

**Evaluation Data Sources:** State accountability records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize strategies to integrate literacy into the science classroom to increase comprehension of complex materials <b>Strategy's Expected Result/Impact:</b> Increased retention and application of information through classroom conversation and written explanation <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Reading performance across all grade levels does not show significant growth <b>Root Cause:</b> Literacy is not promoted as much as it could be. Language barriers and student comprehension of reading material contributes to low performance.
<b>Problem Statement 3:</b> Verbal skills must be improved by incorporating more verbal response activities in classrooms. <b>Root Cause:</b> Verbal response activities in classrooms, specifically activities to target the introverts...segue can be written ways to gain comfort



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

**CAMPUS GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase to 53 by end of year in 2022.

**Performance Objective 5:** The number of students who meet STAAR standards in Writing will be no less than 45% and no less than 18% will Master STAAR standards.

**Evaluation Data Sources:** State accountability records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Infuse reading and writing across the curriculum in order to improve student achievement as reading and writing are fundamental skills that will be utilized in all classrooms, including but not limited to Nine Week Writing Challenges &amp; Weekly Word Wall Competition</p> <p><b>Strategy's Expected Result/Impact:</b> students using more rigorous vocabulary &amp; more advanced writing techniques</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Reading performance across all grade levels does not show significant growth <b>Root Cause:</b> Literacy is not promoted as much as it could be. Language barriers and student comprehension of reading material contributes to low performance.</p>
<p><b>Problem Statement 2:</b> We have not seen significant gains in STAAR performance band achievement (Approaches-Meets-Masters) <b>Root Cause:</b> We still have large performance gaps between students. Overall African American (AA) achievement rates have increased; however, the rates are consistently lower than Hispanic students' passing rates across all contents (ex.: ELAR - 8 pt difference; Science 21 points)</p>

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

**CAMPUS GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase to 53 by end of year in 2022.

**Performance Objective 6:** The number of students who meet STAAR standards in Math will be no less than 66% and no less than 30% will Master STAAR standards.

**Evaluation Data Sources:** State accountability records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine effective Data Driven Instruction (DDI), Response to Intervention (RTI), and progress monitoring systems to foster campus wide alignment in supporting students at all achievement levels including special populations. Additional services will include after-school tutorials, tutoring transportation, computer aided instruction, pull-out tutoring and Saturday School.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students performing at high mastery levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Interventionist Principal Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 2: DISTRICT GOAL:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.0% to 56.0% by June 2025.

**CAMPUS GOAL FOR READING:** At least 45% of students will Meet standards on Reading STAAR (2019: 45%)

**Performance Objective 1:** The achievement gap between African American and Hispanic students who MEET standards on STAAR tested subjects will decrease :

\*Math & Science - no more than 15 points across all grades (2019: 11 to 21 points )

\*Reading, Writing, & Social Studies - no more than 5 points across all grades (2019: 4 to 7 points)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2020 STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve campus literacy initiatives to reinforce listening-writing-speaking frameworks to support populations that historically have challenges in mastering grade level content, including English language learners, Special Education students, African American students</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerated &amp; increased performance by students who traditionally do not perform on grade level</p> <p><b>Staff Responsible for Monitoring:</b> CICs &amp; Lead Teachers, Intervention Teachers, Mentoring Group sponsors</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Materials and supplies - 211 - Title I, Part A - 211-11-6399-2R-352-2-30 - \$2,000, Materials, supplies, classroom instructional resources - 211 - Title I, Part A - 211-11-6399-2R-352-2-30 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training, feedback and coaching to teachers to enhance curriculum alignment, clear presentation of content, purposeful engagement and rigor to impact instruction, such as learning walks, PLC collaboration, development of instructional calendars and curriculum maps.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student and teacher performance STAAR / ACP results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CICs</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Consultants, workshops, webinar - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attend local/national conferences, single gender / STEAM / culturally responsive professional development to train campus staff to improve instruction as it relates to student needs. Potential conferences may include, but are not limited to RtI at Work, Eric Jensen workshops, NCGS, STEM Expo, Deeper Learning, Model Schools, PBL World</p> <p>Funding for registration, travel, etc. will be required.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. increased student academic achievement 2. increased student engagement &amp; teacher perception as evidenced on student surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, CICs, Teacher Leaders, STEAM coordinator</p> <p><b>Funding Sources:</b> Outside of School Tutoring - 199 - General Operating - \$28,000</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Reading performance across all grade levels does not show significant growth <b>Root Cause:</b> Literacy is not promoted as much as it could be. Language barriers and student comprehension of reading material contributes to low performance.</p> <p><b>Problem Statement 2:</b> We have not seen significant gains in STAAR performance band achievement (Approaches-Meets-Masters) <b>Root Cause:</b> We still have large performance gaps between students. Overall African American (AA) achievement rates have increased; however, the rates are consistently lower than Hispanic students' passing rates across all contents (ex.: ELAR - 8 pt difference; Science 21 points)</p>

**Goal 2: DISTRICT GOAL:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.0% to 56.0% by June 2025.

**CAMPUS GOAL FOR READING:** At least 45% of students will Meet standards on Reading STAAR (2019: 45%)

**Performance Objective 2:** The number of Special Education students approaching grade level standards on all tests will be no less than 65% and meeting standards on Math to 42% & Reading to 31%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct &amp; send staff to professional developments on best practices and research based instructional initiatives for all content elective, and Career and Technical education areas to increase instructional rigor, differentiate instruction for different learning styles &amp; levels and incorporate STEAM schoolwide.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student and teacher performance District climate survey, Spot Observation summary</p> <p><b>Staff Responsible for Monitoring:</b> Principal, STEAM Coordinator, Teachers, Counselors</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Routinely coach all core and elective teachers on foundations of data driven &amp; standards aligned instruction - including PLC / power meeting protocols, data analysis, &amp; lesson design and provide thorough differentiated instructional strategies for IEP implementation</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Special Education students performing at higher levels 2. Increased teacher collaboration &amp; growth between Special Education and Regular Ed departments</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Administrator, Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Goal 3: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025.

**CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR:** The number of STAAR exams Meeting state standards will be at least 50%.

**Performance Objective 1:** The % of students who demonstrate proficiency in writing from will be no less than 42% at Meets standard and 18% at Masters standards on STAAR 7; 40% Advanced High on TELPAS Writing and 5% Advanced High Speaking

**Evaluation Data Sources:** STAAR Writing, TELPAS scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all teachers and students across all core content areas &amp; electives, with the necessary supplies and resources to assist in improving quality instruction, including but not limited to paper, pencils, folders, binders, projectors, interactive learning devices, software, and the training &amp; accessories to use and maintain them effectively</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Necessary materials to support writing across all contents will increase fidelity and consistency with initiatives</p> <p><b>Staff Responsible for Monitoring:</b> Principal Office Manager CICs</p> <p><b>Funding Sources:</b> calculators, software, equipment, whiteboards, etc. - 211 - Title I, Part A - 211-11-6399-2R-352-2-30 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide effective instructional strategies such as vertical alignment planning and educational opportunities and activities such as STEAM, college / academic field trips / guest speakers / 6th/8th grade transition programs, 7th grade mentoring groups &amp; summer camps to address the needs of all children who may experience difficulty mastering standards</p> <p><b>Strategy's Expected Result/Impact:</b> Connection to campus programs / personnel and content will increase students' desire to reach rigorous standards</p> <p><b>Funding Sources:</b> T-shirts, staff extra duty pay, curriculum, transportation/event funds, speaker fees - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 3: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025.

**CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR:** The number of STAAR exams Meeting state standards will be at least 50%.

**Performance Objective 2:** Strengthen STEAM instructional framework and elective / extra curricular offerings so 100% of teachers execute project based experiences that directly connect to high-need careers and / or skills that promote the pursuit of post-secondary education

**Evaluation Data Sources:** classroom observations; lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Homeroom time Develop for daily integration of AVID / organization/college &amp; career skills  <b>Staff Responsible for Monitoring:</b> teachers, administrators, CICs  <b>TEA Priorities:</b> Connect high school to career and college  <b>Funding Sources:</b> AVID conference/membership fees - 211 - Title I, Part A - 211-13-6299-AW-352-2-30 - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build capacity of the STEAM Team to work with CICs to present content to all staff throughout the year that increases their proficiency in high quality instruction  <b>Strategy's Expected Result/Impact:</b> Teacher align STEAM strategies to campus and content playbooks; Students strengthen critical thinking skills as well as STEAM skills: FOCUS, DETAIL, DISCOVERY, APPLICATION, PRESENT, LINK</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Goal 3: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025.

**CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR:** The number of STAAR exams Meeting state standards will be at least 50%.

**Performance Objective 3:** Increase commitment of all staff to build CCMR skills through an inspiring & empowering campus staff culture by increasing positive response in the Spring 2022 staff climate survey areas of : Teacher Trust: It's OK in this school to discuss feelings, worries, and frustrations with other teachers. - 56% to 65% and Culture of Feedback & Support: The PD sessions at my school this year helped me improve instruction - 58% to 65%

**Evaluation Data Sources:** Spring 2022 climate survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a Professional Development Task Force that guides leadership team to facilitate high need, high quality PD in large and small group settings that staff members find relevant, relatable and applicable. <b>Strategy's Expected Result/Impact:</b> Increased perception of valuable PD; increased teacher collaboration and campus morale as evidenced in the climate survey <b>Staff Responsible for Monitoring:</b> CICs <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> We have not seen significant gains in STAAR performance band achievement (Approaches-Meets-Masters) <b>Root Cause:</b> We still have large performance gaps between students. Overall African American (AA) achievement rates have increased; however, the rates are consistently lower than Hispanic students' passing rates across all contents (ex.: ELAR - 8 pt difference; Science 21 points)



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

CAMPUS GOAL FOR DOMAIN 1 Student achievement on state assessments in all subjects in Domain 1 will increase to 53 by end of year in 2022.

**Performance Objective 1:** The campus schoolwide AVID program rating will improve to 'demonstration-ready' due to consistent alignment to WICOR and college/career skills that aid in student achievement

**Goal 5:** DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

CAMPUS GOAL: Parent Survey Responses will be at least 90% positive in all categories

**Performance Objective 1:** The % of parents answering the following questions on the annual district survey will be no less than 90% including: 1. My child's school responds to my concerns in a timely manner (87% in 2019)...2. My child's school treats students of different cultural & ethnic backgrounds fairly (87% in 2019)...3. My child's school is welcoming to parents from different cultural and ethnic backgrounds (87% in 2019)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train all staff on communication/customer/service & district Core 4 protocols <b>Strategy's Expected Result/Impact:</b> Quick response to parent concerns; improved stakeholder trust & parent-staff partnerships	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Distribute leadership among office and leadership staff to intentionally design positive 'curb to counter' campus experiences. <b>Strategy's Expected Result/Impact:</b> All Parents and visitors from all backgrounds feel welcome and accommodated <b>Funding Sources:</b> refreshments/materials for parent/community events - 211 - Title I, Part A - 211-11-6399-2R-352-2-30 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June