

Ector County Independent School District

Goliad Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Goliad Elementary is committed to preparing all students for college and life by delivering rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

Value Statement

- **Humanity.** We ensure all children feel safe, loved, and valued.
- **Perseverance.** We embrace our mistakes and encourage one another to work through challenges; we grow from success and learn from failure.
- **Love of Learning.** We celebrate an environment that actively cultivates a lifelong love of learning.
- **Creativity.** We cultivate a learning environment where ideas come to life and imagination runs wild.
- **Accountability.** We take responsibility for our actions and decisions.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of 3rd-5th grade students achieving the Meets Grade Level standard in Reading on the STAAR assessment will increase from 35% to 40%

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: - District Checkpoint Assessments

- i-Ready Reading Diagnostic (BOY, MOY, EOY)
- STAAR Reading Results
- STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Opportunity Culture stipends - Title One School- Improvement - \$87,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers and instructional specialists will provide systematic, data-driven intervention and acceleration for students identified as At-Risk students through a daily campus-wide MTSS intervention block. Instruction will be based on Checkpoints, i-Ready, Interim Assessments, classroom formative assessments, and student work analysis. Students will receive targeted small-group instruction utilizing district-approved resources, including HMH Into Reading, i-Ready Personalized Instruction, Read 180, guided reading, and teacher-created interventions aligned to the TEKS. Intervention groups will be monitored and adjusted regularly through the Data-Driven Instruction (DDI) process and weekly PLCs to ensure students receive timely support and acceleration. Strategy's Expected Result/Impact: Students will demonstrate accelerated growth in foundational literacy skills and grade-level reading comprehension. Students identified as At-Risk will close learning gaps through targeted intervention and timely instructional adjustments. Increased percentages of students will meet or exceed grade-level expectations on Checkpoints, Interim Assessments, i-Ready Diagnostics, and the STAAR Reading assessment. Student growth will improve across all subpopulations, including Emergent Bilingual, Special Education, and At-Risk students. The percentage of students achieving the Meets and Masters Grade Level standards in Reading will increase. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist Dyslexia Teacher Classroom Teachers Special Education Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will use student data folders to monitor i-Ready Reading and Reading Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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 No Progress
 Accomplished
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 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of 3rd - 5th students achieving the Meets Grade Level standard on the STAAR Mathematics assessment will increase from 27% to 32%, and the percentage of students achieving the Masters Grade Level standard will increase from 10% to 15% through the implementation of rigorous Tier I instruction, the ECISD Math Framework, data-driven instructional planning, targeted intervention, and the Opportunity Culture coaching model.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: District Checkpoint Assessments

STAAR Interim Assessments

STAAR Mathematics Results

i-Ready Mathematics Diagnostic (BOY, MOY, EOY)

i-Ready Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Math Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will provide targeted mathematics intervention during the designated MTSS/intervention block for Hispanic and White subpopulations based on i-Ready, Checkpoint, Interim, and formative assessment data. Students will receive differentiated small-group instruction and district-approved research-based interventions aligned to the ECISD Math Framework. Strategy's Expected Result/Impact: Students identified as At-Risk and below grade level will demonstrate accelerated growth and increased mastery of prerequisite and grade-level TEKS, reducing achievement gaps. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Math Specialist Special Education Teacher Classroom Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will use student data folders to monitor i-Ready Math and Math Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. Strategy's Expected Result/Impact: Increased student ownership of learning and improved reading achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Math Specialist Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.
Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on STAAR Science will increase from 11% to at least 16%

Evaluation Data Sources: District Checkpoint Assessments
STAAR Interim Assessments
STAAR Science Results
TEKS Ready Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Math and Reading Specialist Science Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Campus leadership and instructional support staff will strengthen K-5 Tier I science instruction through TEKS-aligned lesson internalization, hands-on learning, academic vocabulary, student discourse, and frequent opportunities for students to apply content through rigorous, STAAR-aligned tasks. Strategy's Expected Result/Impact: Increased student mastery of science TEKS, academic vocabulary, conceptual understanding, and application of scientific reasoning, resulting in increased performance on formative assessments, Checkpoints, Interim Assessments, and STAAR Science. Staff Responsible for Monitoring: Principal Assistant Principal Science Teachers MCLs MTRTs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers will use student data folders to monitor TEKS Ready assessment and Science Checkpoint performance. Students will track progress and set individual goals, with teacher-student data conferences conducted at least twice per grading period to monitor growth and adjust goals. Strategy's Expected Result/Impact: Increased student ownership of learning and improved science achievement through consistent progress monitoring, goal setting, awareness of strengths and weaknesses, and timely instructional adjustments based on student data. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 32 % to 37%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: i-Ready Reading BOY, MOY, and EOY Diagnostic results

i-Ready Typical Growth and Stretch Growth reports

i-Ready Personalized Instruction reports

District Reading Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will utilize i-Ready diagnostic and progress-monitoring data during PLCs to identify skill gaps, plan differentiated small-group instruction, and provide targeted reading intervention aligned to individual student needs. Strategy's Expected Result/Impact: Increased student growth in foundational literacy and comprehension skills, resulting in a higher percentage of K-3 students meeting or exceeding their i-Ready Reading growth goals. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist K-3 Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased percentage of students meeting their Reading goal in i-Ready Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - Title One School-wide - \$1,000		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

Curriculum, Instruction, and Assessment

Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning.

Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, the % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 13% to 18%.

HB3 Board Goal

Indicators of Success:

Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Grade 3 STAAR Reading

STAAR Interim Assessments

District Reading Checkpoints;

i-Ready Reading BOY, MOY, and EOY Diagnostics

TELPAS data for Emergent Bilingual students.

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will implement a daily reading intervention and enrichment block using flexible, data-driven student groupings and targeted, evidence-based instruction to address identified skill gaps and provide acceleration and enrichment for students demonstrating grade-level mastery. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention and closing gaps through timely, targeted acceleration and enrichment based on individual student needs. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist K-3 Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement the Data-Driven Instruction (DDI) process with fidelity through weekly Professional Learning Communities (PLCs), lesson internalization, TEKS unpacking, common formative assessment analysis, student work protocols, and targeted reteach planning. The Opportunity Culture team, including Multi-Classroom Leaders (MCLs), Master Team Reach Teachers (MTRTs), Reading and Math Specialists, and campus administrators, will provide coaching, co-teaching, lesson modeling, observation, and timely feedback to ensure consistent implementation of rigorous Tier I instruction aligned to district curriculum resources and the cognitive rigor of STAAR. Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS. Improved quality and consistency of Tier I instruction across all classrooms. Increased use of formative assessment data to guide instructional decisions and intervention. Improved student performance on Checkpoints, Interim Assessments, i-Ready, and STAAR. Increased percentage of students performing at the Meets and Masters Grade Level standards in Reading. Increased teacher instructional capacity through coaching, collaborative planning, and continuous feedback. Staff Responsible for Monitoring: Principal Assistant Principal Multi-Classroom Leaders (MCLs) Master Team Reach Teachers (MTRTs) Reading Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

Curriculum, Instruction, and Assessment

Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning.

Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027. School Connectedness Student Panorama data will increase from 73% to 78%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey results

Strategy 1 Details		Reviews			
Strategy 1: K-5 teachers will implement the iLead SEL curriculum weekly to strengthen positive relationships, self-management, responsible decision-making, and skills that support college, career, and military readiness. Strategy's Expected Result/Impact: Students will demonstrate increased social-emotional competencies, positive relationships, responsible decision-making, and behaviors that support academic success and future CCMR readiness. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The counselor will provide monthly 45-minute character education lessons to K-5 students focused on developing responsibility, perseverance, communication, collaboration, decision-making, and other skills that support academic success and future college, career, and military readiness. Strategy's Expected Result/Impact: Students will demonstrate improved character, responsible decision-making, positive relationships, and behaviors that support academic engagement and future readiness. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.
Family and Community Engagement
Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. Root Cause: With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May of 2027, School Connectedness Panorama not-favorable responses will decrease from 9% to 4%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will implement intentional relationship-building practices, including daily greetings, morning meetings, student check-ins, and positive recognition, to ensure students feel known, valued, and connected to the school community. Strategy's Expected Result/Impact: Increased student sense of belonging and positive relationships with adults and peers, resulting in a decrease in not-favorable School Connectedness responses from 9% to 4%. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Through the Ron Clark House System, students in grades 3-5 will participate in regular house meetings that build confidence, strengthen communication skills, and promote active listening. These meetings will provide structured opportunities for students to express their voice, engage in respectful dialogue, and encourage and support their peers. Strategy's Expected Result/Impact: House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. Staff Responsible for Monitoring: Principal Assistant Principal Counselor House leaders Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 92.8% to 95% by the end of 2026-2027 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Attendance Committee will review attendance data monthly to identify students at risk for chronic absenteeism and implement timely interventions. The committee will collaborate with staff and families to address attendance barriers, document interventions, and monitor individual, grade-level, and campus progress toward the 95% attendance goal. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce chronic absenteeism, strengthen family-school communication, and increase overall student attendance. Staff Responsible for Monitoring: Principal, Assistant Principal Counselor Attendance Committee Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement a schoolwide attendance recognition program that celebrates both excellent and improved attendance. Students, classrooms, and grade levels will be recognized through weekly attendance competitions, nine-week student recognition, certificates, incentives, and celebrations to promote consistent attendance and reinforce the importance of being present and engaged in learning. Strategy's Expected Result/Impact: Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. Staff Responsible for Monitoring: Principal, Assistant Principal Counselor CIS Attendance Committee Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 15 to 7 by the end of the 2026-2027 school year

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Disciplinary referrals

Strategy 1 Details	Reviews			
Strategy 1: K-5 staff will consistently implement the campuswide behavior framework (Emergent Tree) and explicitly teach, model, reinforce, and recognize positive student behaviors aligned with campus expectations: Be Safe, Be Respectful, and Be Responsible. Strategy's Expected Result/Impact: Increased positive student behavior and consistent implementation of behavioral expectations, resulting in fewer office referrals and exclusionary disciplinary consequences. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Behavior Systems Team (Emergent tree) Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Campus discipline data will be reviewed regularly to identify trends, students needing additional support, and opportunities for early intervention. Students requiring additional support will receive interventions based on identified needs, including check-in/check-out, behavior goal setting, restorative conversations, counseling/support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Strategy's Expected Result/Impact: A reduction in repeated discipline referrals and exclusionary disciplinary infractions through early identification and targeted behavioral interventions. Students will demonstrate improved behavior, increased school connectedness, and greater time engaged in classroom instruction. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior Systems Team (Emergent tree) Classroom teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. **Root Cause:** With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027, 100% of classrooms will implement high-yield instructional strategies, including AVID WICOR-aligned practices - Writing, Inquiry, Collaboration, Organization, and Reading -, across core content areas.

Evaluation Data Sources: Walkthroughs
Lesson plans
Student work samples

Strategy 1 Details	Reviews			
Strategy 1: Teachers will intentionally incorporate AVID WICOR strategies--Writing, Inquiry, Collaboration, Organization, and Reading--into core content instruction to increase student engagement, academic discourse, critical thinking, and ownership of learning. Strategy's Expected Result/Impact: Increased student engagement and rigor through consistent use of high-yield instructional practices, resulting in improved student mastery of grade-level TEKS. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist AVID Team Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: MCLs, MTRTs, specialists, and administrators will support and monitor implementation of high-yield instructional strategies through PLCs, lesson internalization, modeling, co-teaching, walkthroughs, and observation-feedback cycles. Strategy's Expected Result/Impact: 100% of classrooms will demonstrate consistent implementation of high-yield instructional strategies, including WICOR-aligned practices - Writing, Inquiry, Collaboration, Organization, and Reading -, as evidenced by lesson plans, walkthroughs, observations, and student work. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. Root Cause: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Goliad will maintain teacher retention at 80% or higher.

Evaluation Data Sources: Teacher retention data
Staffing reports
Staff feedback
Panorama survey data

Strategy 1 Details		Reviews			
Strategy 1: Goliad Leadership will provide ongoing coaching, mentoring, and professional learning through MCLs, MTRTs, specialists, and administrators to strengthen teacher capacity, address individual needs, and provide opportunities for professional growth and leadership. Strategy's Expected Result/Impact: Teachers will report increased instructional confidence, professional support, and opportunities for growth, contributing to improved teacher effectiveness and retention of 80% or higher. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist. Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Goliad will strengthen a positive and supportive campus culture through staff recognition, celebrations, team-building opportunities, regular communication, and intentional opportunities for teacher voice and feedback. Strategy's Expected Result/Impact: Increased teacher belonging, engagement, and job satisfaction, resulting in a positive campus culture and teacher retention of 80% or higher. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Goliad Elementary continues to recruit and retain quality educators; however, the campus has teachers with varying levels of certification, experience, and instructional expertise. Continued efforts are needed to recruit, develop, and retain highly effective educators to ensure consistent implementation of high-quality Tier I instruction and improved student achievement. Root Cause: The limited pool of certified teacher candidates, particularly in bilingual and high-need certification areas, combined with the need to develop educators with varying levels of experience, requires the campus to strengthen recruitment, onboarding, mentoring, instructional coaching, and retention systems to maintain a highly effective workforce.
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. Root Cause: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 90% of grade-level PLCs will demonstrate consistent implementation of the ECISD PLC and Data-Driven Instruction (DDI) processes, including lesson internalization, analysis of student work and assessment data, identification of learning gaps, and development of targeted reteach and enrichment plans, as measured by PLC documentation and administrative monitoring.

Evaluation Data Sources: PLC agendas and documentation
DDI planning documents
Student work samples
Checkpoint and formative assessment data
Lesson plans
Walkthroughs

Strategy 1 Details		Reviews			
Strategy 1: Goliad will conduct weekly grade-level PLCs focused on lesson internalization, TEKS alignment, student work analysis, formative and summative assessment data, and targeted reteach and enrichment planning. MCLs, MTRTs, specialists, and administrators will provide instructional support and monitor implementation of PLC action steps. Strategy's Expected Result/Impact: Teachers will consistently use collaborative planning and student data to make instructional decisions, resulting in stronger Tier I instruction, timely reteach and enrichment, and increased student mastery of grade-level TEKS. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Reading Specialist Math Specialist Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. Root Cause: A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.
Curriculum, Instruction, and Assessment
Problem Statement 1: 2026 STAAR results indicate that student performance at the Meets and Masters Grade Level standards remains below the state average, demonstrating a need for greater consistency in the implementation of the district curriculum, rigorous Tier I instruction, formative assessment practices, and data-driven instructional planning. Root Cause: Although district curriculum resources and instructional frameworks are available, implementation of rigorous, standards-aligned instruction and timely instructional adjustments based on formative and summative assessment data is not yet consistent across all classrooms. As a result, students do not consistently receive the level of rigor and targeted acceleration needed to achieve Meets & Masters
School Organization
Problem Statement 1: Limited staffing capacity impacts the campus's ability to consistently provide targeted interventions, instructional support, and specialized services to meet all identified student needs. Root Cause: The number of personnel available for intervention, specialized services, instructional support, and student support is limited compared to the level and variety of student needs across K-5.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of K-5 students will have regular opportunities to participate in moderate-to-vigorous physical activity through scheduled physical education, daily recess, and campus wellness activities, with participation and available fitness data reviewed at least twice annually to support student wellness, attendance, and readiness to learn.

Evaluation Data Sources: PE participation records
3-5 FitnessGram assessment data
Campus wellness documentation
Master Schedule

Strategy 1 Details	Reviews			
Strategy 1: Goliad will provide students with regularly scheduled physical education and daily recess to promote moderate-to-vigorous physical activity, physical fitness, healthy habits, and readiness to learn. Strategy's Expected Result/Impact: Students will participate in daily physical activity and develop healthy habits that support physical wellness, engagement, attendance, and academic readiness. Staff Responsible for Monitoring: Principal Assistant Principal PE Teacher PE aide Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Campus leadership and the PE teacher will review available student fitness, attendance, participation, and wellness data to identify needs and plan activities and health-education opportunities that promote physical activity and healthy choices. Strategy's Expected Result/Impact: Campus wellness decisions will be informed by student fitness, participation, and attendance data, increasing student awareness of healthy behaviors and providing consistent opportunities for physical activity. Staff Responsible for Monitoring: Principal Assistant Principal PE Teacher PE aide Classroom Teachers Counselor	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus leadership and the PE teacher will review available student fitness, attendance, participation, and wellness data to identify needs and plan activities and health-education opportunities that promote physical activity and healthy choices. Strategy's Expected Result/Impact: Campus wellness decisions will be informed by student fitness, participation, and attendance data, increasing student awareness of healthy behaviors and providing consistent opportunities for physical activity. Staff Responsible for Monitoring: Principal Assistant Principal PE Teacher PE aide Classroom Teachers Counselor	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.

Student Achievement

Problem Statement 1: Although Goliad demonstrated growth in several grade levels and subjects, student performance at the Meets and Masters Grade Level standards remains below the state average across Reading, Mathematics, and Science. The greatest needs continue to be increasing the percentage of students achieving Meets and Masters performance levels, particularly in Grades 3 and 4 and in Mathematics and Science. **Root Cause:** A significant percentage of students enter classrooms with unfinished learning and varying levels of academic readiness. The campus must strengthen its systems for providing consistent Tier I instruction, targeted acceleration, and differentiated support to ensure all students master grade-level standards.

School Culture and Climate

Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause:** Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 56% to 61%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct daily morning meetings to strengthen classroom community, nurture positive relationships, and establish a positive tone for learning. Each meeting will include a personal greeting, opportunities for sharing, a collaborative activity, and a brief discussion of daily goals and expectations. Strategy's Expected Result/Impact: To foster stronger teacher-student and peer relationships, teachers will implement consistent morning meetings to create a more positive classroom climate and enhance student engagement and readiness to learn. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will foster a positive school climate by implementing intentional Social-Emotional Learning (SEL) practices , I -Lead lessons every week. Strategy's Expected Result/Impact: Increase in Panorama Climate data Staff Responsible for Monitoring: Teachers Principal Assistant Principal Title I: 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Goliad will implement a campuswide digital citizenship and device-care system that explicitly teaches students expectations for responsible use and care of Chromebooks and iPads. Teachers and staff will reinforce digital citizenship and device-care expectations, document intentional or repeated damage, communicate concerns with families, and monitor students with repeated incidents. Strategy's Expected Result/Impact: Students will demonstrate greater responsibility for school-issued technology, resulting in fewer incidents of intentional device damage, less instructional time lost to damaged devices, and increased access to technology for instruction. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. **Root Cause:** Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Technology

Problem Statement 1: Intentional damage to Chromebooks by some students has become a recurring issue, resulting in lost instructional time, increased repair costs, and reduced access to essential learning tools across the campus. **Root Cause:** A lack of consistent accountability at home, including limited parental involvement in reinforcing consequences for destructive behavior, combined with inconsistent implementation of campuswide expectations, student instruction, documentation, and accountability procedures for responsible device care, contributes to incidents of intentional damage to school-issued Chromebooks.

Board Goal 5: Culture of Excellence

Performance Objective 2: Students' Sense of Belonging Panorama Data will increase from 63% to 68%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement consistent relationship-building practices, including morning meetings, student check-ins, positive recognition, and opportunities for student voice to strengthen students' sense of connection and belonging. Strategy's Expected Result/Impact: Students will report stronger relationships with adults and peers and an increased sense of being valued, supported, and connected to the Goliad school community. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Counselor Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards). Strategy's Expected Result/Impact: Promote positive character development. Strengthen a school culture rooted in respect and responsibility. Encourage students to consistently model and recognize good character in others. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Goliad Elementary serves a high-needs student population, with 90% of students identified as economically disadvantaged, 37% identified as Emergent Bilingual, 15% receiving Special Education services, and 70% identified as At-Risk. These demographics require additional academic, behavioral, and social-emotional supports to ensure equitable access to learning and student success. Root Cause: The campus serves a large population of students with diverse academic, linguistic, and socioeconomic needs, requiring additional instructional resources, intervention systems, family engagement, and wraparound services to remove barriers to learning.
School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate improvements in students' Connectedness (73%) and Sense of Belonging (63%), the overall School Climate score remains at 56%, suggesting that students do not consistently experience a positive and engaging school environment across all classrooms and settings. Root Cause: Schoolwide systems that promote positive relationships, student engagement, and consistent implementation of social-emotional learning and behavior expectations vary across classrooms, resulting in inconsistent student experiences.

Board Goal 5: Culture of Excellence

Performance Objective 3: Goliad will offer multiple opportunities for parents to be involved in students' learning. Students will maintain data folders that track academic progress and goals, which will be intentionally used during teacher-parent conferences to support data-informed discussions and ensure parents clearly understand their child's performance, growth, and next steps.

Evaluation Data Sources: Parent sign-in sheets
Panorama survey
Data folders

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to a reading night to learn strategies to support their students at home Strategy's Expected Result/Impact: Principal Assistant Principal Reading and Math Specialist Counselor CIS ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: - Title One School-wide - \$1,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Parents will be invited to a math night to learn strategies to support their students at home Strategy's Expected Result/Impact: Parent involvement Student Engagement Staff Responsible for Monitoring: Principal Assistant Principal Math Specialist Counselor CIS ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 Funding Sources: - Title One School-wide - \$1,000	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Family and Community Engagement

Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture. **Root Cause:** With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.