

Ector County Independent School District

Goliad Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission: Believing our students are the future, the mission of Goliad Elementary & Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Vision

Goliad's Campus Vision: Create new learning experiences that are necessary, appropriate and challenging for all students. Students learn to apply something new every day. We will do what is best for students at all times.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

GOLIAD ELEMENTARY

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

STUDENT DATA					
Total Enrollment	456	478	552	541	-11
Total Membership	456	478	551	541	-10
Early Education	0	0	0	0	0
Pre-Kindergarten	0	0	0	0	0
Kindergarten	77	83	102	88	-14
Grade 1	65	78	92	93	1
Grade 2	81	58	80	97	17
Grade 3	70	84	85	78	-7
Grade 4	95	71	101	79	-22
Grade 5	68	104	92	106	14

Ethnic Distribution					
White	84	81	122	104	-18
Hispanic / Latino	353	367	401	404	3
Black or African American	13	18	20	17	-3
Asian	0	0	0	2	2
American Indian or Alaska Native	0	3	3	2	-1
Native Hawaiian/ Pacific Islander	3	1	1	2	1
Two or More	3	8	5	10	5

Special Populations					
At Risk	274	215	295	408	113
Economic Disadvantaged	347	338	412	435	23
Lep	103	96	112	114	2
Special Education	40	47	52	62	10
Career & Technology Ed	0	0	0	0	0
Bilingual Education	95	90	99	34	-65
ESL Education	8	5	6	3	-3
Alternative Language				69	
Gifted & Talented Education	25	25	24	24	0
Title I	455	478	552	541	-11
Immigrant	8	2	0	3	3
Migrant	0	0	0	1	1
Military Connected	0	0	1	7	6
Foster Care	1	2	0	5	5
Homeless	18	37	18	34	16
Dyslexia	8	6	8	10	2

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

GOLIAD ELEMENTARY

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	50	70	73	78	5
Full-time Staff	50	70	73	78	5
Role ID Counts					
Instructional	36	36	43	39	-4
Teachers	33	33	39	36	-3
Aides	3	3	5	3	-2
Professional Support	12	8	8	6	-2
Classroom Staff	7	6	5	2	-3
Non-Classroom Staff	5	2	3	4	1
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	42.7	37.9	42.5	42.5	0.0
Teachers	32.1	29.7	33.0	32.9	-0.1
Professional Support	6.0	3.2	3.8	4.8	1.0
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	2.7	3.0	3.7	2.8	-0.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex					
White	21.6	21.4	17.2	17.3	0.1
Hispanic	19.1	16.7	23.0	24.3	1.3
Black	2.0	1.8	2.2	1.0	-1.2
Other	0.0	0.0	0.0	0.0	0.0
White Male	1.0	1.0	1.0	1.0	0.0
White Female	20.6	20.4	16.2	16.3	0.1
Hispanic Male	0.0	2.0	2.2	3.0	0.8
Hispanic Female	19.1	14.7	20.8	21.3	0.5
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	2.0	1.8	2.2	1.0	-1.2
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	0.0	0.0	0.0	0.0	0.0
Teachers by Highest Degree Held					
No Degree	1.0	1.0	6.2	7.0	0.8
Bachelors	23.1	22.0	21.2	20.6	-0.6
Masters	8.0	6.8	5.6	5.3	-0.3
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	5.0	2.0	7.2	14.0	6.8
1-5 Years Experience	10.0	9.0	8.0	7.1	-0.9

6-10 Years Experience	4.0	4.8	6.0	2.0	-4.0
11-20 Years Experience	6.1	5.8	3.6	4.9	1.3
Over 20 Years Experience	7.0	8.1	8.1	5.0	-3.1
Teachers by Population Served					
Regular Education	23.0	21.6	23.2	25.0	1.8
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	7.0	6.0	6.0	6.0	0.0
Compensatory Education	0.0	0.0	0.9	0.0	-0.9
Gifted & Talented Education	0.0	0.0	0.6	0.9	0.3
Special Education	2.1	2.2	2.4	1.1	-1.3
Other	0.0	0.0	0.0	0.0	0.0

**PEIMS DATA REVIEW - FALL PEIMS COLLECTION
GOLIAD ELEMENTARY**

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
Average Actual Salaries					
Teachers	\$48,432.00	\$50,208.00	\$47,627.00	\$49,586.00	\$1,959.00
Professional Support	\$59,021.00	\$60,649.00	\$61,258.00	\$66,308.00	\$5,050.00
Campus Administration	\$73,382.00	\$71,994.00	\$71,088.00	\$78,870.00	\$7,782.00
Average Teachers Salaries by Years of Experience					
Beginning Teachers	\$38,818.00	\$39,358.00	\$30,910.00	\$38,026.00	\$7,116.00
1-5 Years Experience	\$45,865.00	\$46,179.00	\$47,089.00	\$51,605.00	\$4,516.00
6-10 Years Experience	\$47,750.00	\$48,126.00	\$50,674.00	\$55,777.00	\$5,103.00
11-20 Years Experience	\$51,316.00	\$51,712.00	\$55,249.00	\$59,713.00	\$4,464.00
Over 20 Years Experience	\$56,637.00	\$57,747.00	\$57,793.00	\$65,895.00	\$8,102.00
Average Experience of Teachers	9.5	12.2	10.4	7.5	-2.9
Average Experience of Teachers with District	6.6	8.9	8.1	4.1	-4.0
Student/Teacher Ratio	14.2	16.1	16.7	16.4	-0.3

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	52.94%	66.67%
15/16 to 16/17	100.00%	65.63%	33.33%
16/17 to 17/18	50.00%	79.31%	33.33%
17/18 to 18/19	50.00%	76.67%	20.00%
18/19 to 19/20	50.00%	50.00%	0.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	15.15%	24.24%	6.06%	54.55%	24.24%
15/16	9.38%	21.88%	15.63%	53.13%	21.88%
16/17	3.45%	34.48%	13.79%	48.28%	27.59%
17/18	6.25%	28.13%	15.63%	50.00%	21.88%
18/19	3.33%	26.67%	20.00%	50.00%	26.67%
19/20	4.76%	28.57%	9.52%	57.14%	23.81%

Teacher Retention	2016-2017	2017-2018	2018-2019	2019-2020
	65.63%	79.31%	76.67	50.0
Attendance	2016-2017	2017-2018	2018-2019	2019-2020
	94.3%	93.1	94.7%	95.4
Discipline Referrals			152	214

Attendance Rate	
2018 - 2019	2019 - 2020
94.3%	95.4%
94.2%	95.5%
94.0%	96.4%
0.0%	96.8%
95.1%	95.5%
99.4%	98.5%
94.3%	95.0%
96.6%	95.4%
94.3%	95.4%
94.7%	95.7%
94.0%	95.2%
94.3%	95.4%
94.2%	95.7%
93.8%	95.2%
95.2%	95.8%
93.7%	95.3%
95.1%	96.2%
0.0%	85.4%
88.2%	92.9%
0.0%	0.0%
92.5%	94.2%
96.2%	95.9%
100.0%	96.7%
0.0%	0.0%
93.7%	95.1%

217 New students to Goliad 19-2020

97 students had a Transfer Factor 19-2020

80.74 Eco Dis 19-2020

Discipline Referrals 214

Demographics Strengths

Goliad's demographics continue to remain constant over the last 5 years. EL population has made good progress and is performing above the district average in all subject areas. Despite challenges, Goliad's attendance increased from 94.3 to 95.4 from 18-19 to 19-20 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rate is 95.1 percent which is below district and state averages. **Root Cause:** Lack of communication processes of importance of school attendance and follow up from campus staff to families.

Problem Statement 2: Goliad's discipline referrals continue to be high. **Root Cause:** Lack of teacher experience and constant student mobility create difficulties in sustaining a culture of high expectations and routines.

Problem Statement 3 (Prioritized): Low effective and consistent parent engagement. **Root Cause:** Demands of Goliad working families make it difficult to increase engagement. Lack of school-wide digital platform and expectations not established and communicated effectively by all staff members.

Problem Statement 4 (Prioritized): ISS and OSS placement were assigned to more AA students that make up 8% of the school's population. **Root Cause:** Lack of unconscious bias training and restorative discipline training.

Problem Statement 5 (Prioritized): Inconsistent lesson design and delivery and targeted tiered instruction due to new teachers, bilingual substitutes and student mobility. **Root Cause:** Goliad's teacher vacancy rate continues to be high along with the student mobility rate which was 20.7%.

Student Achievement

Student Achievement Summary

2018-19 Goliad Elementary

All Subjects: 58% Approaches 27% Meets 11% Masters GL

ELA/ Reading: Approaches: 57% Meets:25% Masters:9%

Math Approaches: 67.6% Meets: 35.6% Masters: 14%

Writing Approaches: 39% Meets:7% Masters: 1%

Science Approaches: 54% Meets: 31% Masters: 15%

2019-2020 Spring Benchmark

All Subjects: Approaches 52.81% Meets22.69% Masters 8.40%

ELA/ Reading: Approaches: 59.10% Meets:24.28% Masters:10.56%

Math Approaches: 53.55% Meets: 23.9% Masters:11.19%

Writing Approaches: 51.95% Meets:16.88% Masters: 5.19%

Science Approaches: 46.67% Meets: 25.71% Masters: 6.67%

217 New students to Goliad 19-2020

97 Transfer Factor 19-2020

80.74 Eco Dis 19-2020

Discipline Referrals 214

3rd Grade STAAR Reading Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		58	49.23	62	21	0		100	51	0	85
2019	76	66	53	59	42	20		100	47	25	65
2018	77	69	54	61	63	0		100	57	33	87
2017	73	63	53	54	67	50			48	33	65

4th Grade STAAR Reading Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		59	67								
2019	74	65	52	55	47			100	44	27	62
2018	73	60	48	49	47	0			41	33	40
2017	70	55	35	29	61	0			26	27	22

5th Grade STAAR Reading Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		62	60	60	67	0			58	22	61
2019	77	64	64	62	78	0			53	43	69
2018	84	70	51	51	65	0			43	27	39
2017	82	59	51	48	64	60		100	47	0	55

4th Grade STAAR Writing Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		47	51	57	37	25		50	49	12	80
2019	65	52	Goliad	H	W	AA	Asian	2 or more	Eco Dis	Special Ed	ELL

3rd Grade STAAR Reading Approaches Grade Level											
2018	63	53	39	43	24	0			38	0	69
2017	65	50	40	41	40	0			33	17	40
2016	69	57	23	23	26	0			14	7	30

5th Grade STAAR Science Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		45	46	44	60	0			46	22	50
2019	74	59	52	50	67	0			43	0	56
2018	76	66	47	47	53	25			38	9	52
2017	74	61	28	24	60	20		0	21	0	18

3rd Grade STAAR Math Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		53	34	41	21	0		0	36	0	73
2019	78	66	62	63	63	60		0	60	25	47
2018	78	69	57	58	56	0		100	52	33	73
2017	78	66	57	53	73	50			47	17	69

4th Grade STAAR Math Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		53	50	58	35	0		60	49	30	88
2019	74	64	65	68	59	0		100	62	55	75
2018	78	68	61	56	80	100			54	33	60
2017	76	61	29	27	39	0			19	7	35

5th Grade STAAR Math Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			76								

3rd Grade STAAR Reading Approaches Grade Level											
2019	83	74	76	71	94	100			71	71	81
2018	91	82	70	71	75	25			62	64	74
2017	87	77	75	74	82	100		0	67	60	45
State Assessment Results-Meets											
Grade 3 Reading Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		23	17	20	14	0		2	17	0	28
2019	44	33	27	30	26	0		0	23	12	41
2018	43	32	20	21	19	0		0	15	0	47
2017	45	34	22	22	27	0			15	17	24
Grade 4 Reading Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			30								
2019	43	33	18	20	11	0		0	15	0	38
2018	46	33	23	22	27	0			17	0	13
2017	44	30	10	9	17	0			3	7	13
Grade 5 Reading Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		33	25	27	13	0			22	0	28
2019	51	36	28	25	44	0			18	0	25
2018	54	38	24	23	35	0			15	9	22
2017	48	32	13	10	27	0		100	11	0	18
Grade 3 Math Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		18	7	8	7	0			8	0	20

3rd Grade STAAR Reading Approaches Grade Level											
2019	48	35	33	41	21	0			28	12	47
2018	47	36	20	25	6	0			17	0	40
2017	49	37	32	30	40	50			25	0	25
Grade 4 Math Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		21	26	32	6	0		40	23	20	56
2019	46	34	37	42	18	0		100	35	9	31
2018	49	36	28	27	33	0			20	0	20
2017	47	32	10	12	6	0			7	7	17
Grade 5 Math Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			38								
2019	56	42	35	34	33	50			29	14	37
2018	58	42	21	23	15	25			18	0	30
2017	50	35	10	10	9	20			8	0	9
Grade 5 Science Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		19	26	24	33	0			25	11	22
2019	48	32	29	28	33	0		14	25	0	25
2018	41	28	14	13	21	0			6	0	17
2017	42	29	4	4	10	0		0	3	0	0
Grade 4 Writing Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		17	17	21	0			25	16	12	53

3rd Grade STAAR Reading Approaches Grade Level											
2019	33	20	7	8	0	0		100	8	0	6
2018	39	29	15	16	13	0			13	0	20
2017	34	23	5	5	5	0			4	0	9
State Assessment Results-Masters											
Grade 3 Reading Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		10	5	4	7	0		0	5	0	14
2019	28	19	11	13	11	0		0	5	0	29
2018	25	16	5	7	0	0			4	0	20
2017	29	21	13	11	27	0			11	0	6
Grade 4 Reading Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		12	19								
2019	22	15	4	4	6	0			4	0	0
2018	24	16	10	10	13	0			6	0	0
2017	24	14	5	3	11	0			3	8	8
Grade 5 Reading Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		15	8	9	0	0			7	0	11
2019	29	16	9	9	11	0			9	0	0
2018	26	13	7	8		0			7		
2017	25	15	0	0		0			0		
Grade 3 Math Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		5	1	0	7	0			1	0	0

3rd Grade STAAR Reading Approaches Grade Level											
2019	24	16	16	17	21	0		0	11	13	18
2018	23	16	7	9	0	0			5	0	13
2017	26	17	10	9	13	0			9	0	0
Grade 4 Math Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		9	13	20	0	0		0	10	10	43
2019	28	18	13	14	12	0			11	9	19
2018	27	16	5	5	7	0			6	0	0
2017	27	16									
Grade 5 Math Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			20								
2019	36	23	13	12	16	0			9	0	19
2018	30	18									
2017	24	15									
Grade 5 Science Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		8	6	4	13	0			6	0	5
2019	23	14	15	11	31	0			16	0	13
2018	17	9	4	3	11				1	0	5
2017	18	10	3	3	10	0			3	0	0

Student Achievement Strengths

El population made great progress and demonstrated mastery in many standards in all grades in Reading and Math. Based on benchmark results and data, Goliad was on target to meet standard. Our 4th and 5th grade students had already achieved higher passing rates in February's benchmark compared to 2019 first administration.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Problem Statement 2 (Prioritized): Varied knowledge on use of technology for instruction and learning. **Root Cause:** Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.

Problem Statement 3 (Prioritized): Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 4 (Prioritized): African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and intervention of subgroups.

School Culture and Climate

School Culture and Climate Summary

Goliad Elementary has an average of 515 students with 30 classroom teachers, 1 PE teacher, 1 Music Teacher, 1 Special Education Teacher and an aide, 2 reading coaches, instructional specialist, dyslexia teacher, counselor and media specialist for the 2020-2021 school year. This year average will be 4 classrooms per grade level, 3 monolingual and 1 bilingual. This year we will be adding Pre-Kindergarten, 2 monolingual and 1 bilingual teacher.

School Culture and Climate Strengths

Goliad Elementary participates in all district parental involvement initiatives such as VIPS, PTA, Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys and report cards, as well as Meet the Teacher, Open House, Parent Orientation Meeting and Parent Conferences by all teachers. We have a community partnership with Kingston Avenue Baptist Church and Farmers Insurance.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training and many new staff members.

Problem Statement 2 (Prioritized): Lack of teacher and leadership support along with high student mobility rates creates a climate of constant change that makes it difficult to sustain systems **Root Cause:** High turnover rate of staff and student mobility rates due to other job opportunities for staff and student families. .

Problem Statement 3 (Prioritized): CHAMPS expectations are not consistently taught, implemented and enforced by all staff. **Root Cause:** Inadequate follow through from administration and staff.

Problem Statement 4 (Prioritized): AVID implementation is inconsistent schoolwide. **Root Cause:** Lack of teacher training and plan for implementation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, Odessa Pathways and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

At Goliad our goal is to increase the number of highly qualified teachers and instructional paraprofessionals.

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	33	3
15/16	2	32	3
16/17	2	29	3
17/18	2	32	3
18/19	2	30	5
19/20	2	21	3

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	52.94%	66.67%
15/16 to 16/17	100.00%	65.63%	33.33%
16/17 to 17/18	50.00%	79.31%	33.33%
17/18 to 18/19	50.00%	76.67%	20.00%
18/19 to 19/20	50.00%	50.00%	0.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	15.15%	24.24%	6.06%	54.55%	24.24%
15/16	9.38%	21.88%	15.63%	53.13%	21.88%

16/17	3.45%	34.48%	13.79%	48.28%	27.59%
17/18	6.25%	28.13%	15.63%	50.00%	21.88%
18/19	3.33%	26.67%	20.00%	50.00%	26.67%
19/20	4.76%	28.57%	9.52%	57.14%	23.81%

Staff Quality, Recruitment, and Retention Strengths

Goliad staff supports teachers in the classroom to expand their knowledge in content and lesson delivery. Many campus activities are conducted to build staff culture such as Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team building events and other activities to keep morale high on the campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher vacancies continue to be an issue for Goliad which had been difficult on recruiting and retaining teachers at Goliad. **Root Cause:** Oil industry, cost of living, other job opportunities within the district and COVID.

Problem Statement 2 (Prioritized): There is no formal plan to support teachers' ongoing needs. **Root Cause:** Lack of staff to provide necessary support for teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Map, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, Map, Circle, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Goliad Elementary will focus on following the District adopted resources and Scope and Sequence with fidelity. We will utilize district strategies such as KNOW SHOW and Data Process Protocol and consistently implement Relay practices for effective planning and delivery. All teachers will utilize district planning resources to execute rigorous lessons and student application.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 2 (Prioritized): Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

Problem Statement 3 (Prioritized): Teachers have little to no experience implementing a successful SEL curriculum. **Root Cause:** Lack of training in social emotional learning strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Monthly Community Engagement activities such as Literacy, Math and Science Nights, Music Programs. Fall Festival, Spring Festival, PS I Love You Workshop, Pastries for Parents, I am Thankful for, Christmas Cards for Kids, 100th Day of School and Field Day, Information Sessions for Parents, Book Fair etc.

Parent and Community Engagement Strengths

Goliad Elementary continues to work on closing the performance gaps with increased family and community involvement through Volunteers in Public Schools, PTA and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement. Goliad will continue Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, PTA Board will meet and set goals, continue Goliad Twitter, Facebook, VIPS Recruiting event, and Book Fairs. Goliad will establish school wide platform for parent communication through Seesaw.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 2 (Prioritized): Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 3 (Prioritized): Over 50 percent of parents are not actively engaged. **Root Cause:** Lack of opportunities and effective communication to engage families.

School Context and Organization

School Context and Organization Summary

Master schedule has been created to allow for a 45 minute conference period with an additional 45 minute planning once a week. PLCs are held once a week that are data driven and Relay practices and protocols are established and expected. Committees meet as needed to address issues and plan family engagement events. CIT meets monthly to address campus needs/concerns and review plan.

School Context and Organization Strengths

Relay implementation of DDI processes and protocols. Goliad is moving forward in planning and supporting teachers with remote and in school learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Focused intervention is inconsistent across campus. **Root Cause:** Lack of teacher experience in developing intervention systems that are consistent and effective.

Technology

Technology Summary

Goliad will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom, such as Chromebook Carts, Smartboards, Google Classroom and Ipads.

Goliad utilizes technological programs to promote student learning and close the achievement gaps. Every classroom classroom is equipped with access to Brainchild, Imagine Math, Imagine Reading, and HMH to assist with tutorials and intervention. E-books provides online books available to students at school and home. Goliad has a computer lab, projector, SmartBoard and document camera in each classroom. Each classroom is equipped with Chromebooks or Ipads for each student to enhance instruction and planning.

Technology Strengths

Goliad replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. The technology specialist provides monthly assistance for teachers on campus. Goliad continues to move forward with technological changes as they arise- having improved our infrastructure to be technology friendly. Goliad replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices. Goliad will establish a one school-wide digital platform to engage families. Techy Tribe ambassador and tech specialist will hold monthly tech PLCs to help enhance instruction and learning.

Problem Statements Identifying Technology Needs

Problem Statement 2 (Prioritized): Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 3 (Prioritized): There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Priority Problem Statements

Problem Statement 1: Low effective and consistent parent engagement.

Root Cause 1: Demands of Goliad working families make it difficult to increase engagement. Lack of school-wide digital platform and expectations not established and communicated effectively by all staff members.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery.

Root Cause 2: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: ISS and OSS placement were assigned to more AA students that make up 8% of the school's population.

Root Cause 3: Lack of unconscious bias training and restorative discipline training.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Varied knowledge on use of technology for instruction and learning.

Root Cause 4: Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Lack of one school-wide digital platform to be used by all staff to communicate and engage families.

Root Cause 5: Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 5 Areas: Parent and Community Engagement - Technology

Problem Statement 6: Inconsistent lesson design and delivery and targeted tiered instruction due to new teachers, bilingual substitutes and student mobility.

Root Cause 6: Goliad's teacher vacancy rate continues to be high along with the student mobility rate which was 20.7%.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Student attendance rate is 95.1 percent which is below district and state averages.

Root Cause 7: Lack of communication processes of importance of school attendance and follow up from campus staff to families.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Lack of teacher and leadership support along with high student mobility rates creates a climate of constant change that makes it difficult to sustain systems

Root Cause 8: High turnover rate of staff and student mobility rates due to other job opportunities for staff and student families. .

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: CHAMPS expectations are not consistently taught, implemented and enforced by all staff.

Root Cause 9: Inadequate follow through from administration and staff.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Teacher vacancies continue to be an issue for Goliad which had been difficult on recruiting and retaining teachers at Goliad.

Root Cause 10: Oil industry, cost of living, other job opportunities within the district and COVID.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: There is no formal plan to support teachers' ongoing needs.

Root Cause 11: Lack of staff to provide necessary support for teachers.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Lesson planning lacks rigor and effective lesson delivery is not consistent.

Root Cause 12: Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: Teachers have little to no experience implementing a successful SEL curriculum.

Root Cause 13: Lack of training in social emotional learning strategies.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Over 50 percent of parents are not actively engaged.

Root Cause 14: Lack of opportunities and effective communication to engage families.

Problem Statement 14 Areas: Parent and Community Engagement

Problem Statement 15: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom.

Root Cause 15: Lack of experience with synchronous and asynchronous teaching and learning.

Problem Statement 15 Areas: Technology

Problem Statement 16: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects.

Root Cause 16: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: African Americans and Special Education population scored lower than other subgroups in all subjects.

Root Cause 17: Lack of intentional monitoring and intervention of subgroups.

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: Focused intervention is inconsistent across campus.

Root Cause 18: Lack of teacher experience in developing intervention systems that are consistent and effective.

Problem Statement 18 Areas: School Context and Organization

Problem Statement 19: Professional development provided is quick with minimal follow up from departments.

Root Cause 19: Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: AVID implementation is inconsistent schoolwide.

Root Cause 20: Lack of teacher training and plan for implementation.

Problem Statement 20 Areas: School Culture and Climate

Problem Statement 21: Conscious Discipline is not fully implemented in all classrooms.

Root Cause 21: Lack of ongoing training and many new staff members.

Problem Statement 21 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Goliad's annual student attendance will increase from 95.4 % in 2020 to 96.0% in 2021.

Evaluation Data Sources: Weekly Attendance Reports
Eduphoria documentation completed by required staff member
Contracts up to date

Summative Evaluation: None

Strategy 1: Parent communication required expectation of student attendance outlined in district policy.	
Strategy's Expected Result/Impact: Goliad weekly attendance report will be reviewed by AP and clerk. Staff will follow necessary steps and documentation to improve attendance.	Formative
	Oct
Staff Responsible for Monitoring: Principal AP Clerk Teachers	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
Problem Statements: Demographics 1 Parent and Community Engagement 2 Technology 2	
Funding Sources: None	

Strategy 2: Staff training on procedures for attendance documentation in Eduphoria and attendance committee will review every 3 weeks.

Strategy's Expected Result/Impact: Attendance committee will review and make appropriate contacts to improve student attendance. Intervention pieces will be placed and monitored.		Formative
Staff Responsible for Monitoring: Administrators Clerk Teachers Counselor		Oct
		Jan
		Mar
		Summative
Title I Schoolwide Elements: 2.6	Problem Statements: Demographics 1	May
TEA Priorities: Improve low-performing schools		
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Funding Sources: None	

Strategy 3: Parent Contacts/contracts conducted by designated personnel in a timely manner within one week of needed contact or contract.

Strategy's Expected Result/Impact: Improve student attendance each week.		Formative
Staff Responsible for Monitoring: Administrators Clerk Teachers Counselor		Oct
		Jan
		Mar
		Summative
Title I Schoolwide Elements: 2.6	Problem Statements: Demographics 1	May
TEA Priorities: Improve low-performing schools		
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Funding Sources: None	

Strategy 4: Attendance incentives for students every month.

Strategy's Expected Result/Impact: Improve student attendance to be at or above state average.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administrators and teachers	
Title I Schoolwide Elements: 2.5	
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 3: Positive School Culture	
Problem Statements: Demographics 1	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Student attendance rate is 95.1 percent which is below district and state averages. **Root Cause:** Lack of communication processes of importance of school attendance and follow up from campus staff to families.

Parent and Community Engagement

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.





Technology

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Performance Objective 2: Goliad staff will provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Weekly lesson plan feedback using Google Form, walk-through feedback, DDI, assessment progress and data results

Summative Evaluation: None

Strategy 1: Provide students with effective Tier I instruction that is relevant and appropriate for diverse learners in the classroom setting.	
Strategy's Expected Result/Impact: Improvement in student growth in all grades and subjects.	Formative
Staff Responsible for Monitoring: Teachers and Administrators	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1 Curriculum, Instruction, and Assessment 2	May
Funding Sources: None	
Strategy 2: Reading Coach, and Dyslexia teacher will provide intense, targeted small group instruction to meet student academic needs.	
Strategy's Expected Result/Impact: Monitor student progress monthly. Improve student growth.	Formative
Staff Responsible for Monitoring: Admin, teachers, reading coaches, and dyslexia teacher and counselor	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: School Context and Organization 1	May
Funding Sources: Reading Coaches and dyslexia teacher Title One School-wide	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. Root Cause: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.	
Curriculum, Instruction, and Assessment	
Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. Root Cause: Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.	
School Context and Organization	


Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack of teacher experience in developing intervention systems that are consistent and effective.

Performance Objective 3: Goliad Elementary school will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: lesson plans, walk throughs, student achievement and progress monitoring

Summative Evaluation: None

Strategy 1: Provide teachers with the necessary tools and training to embed technology face to face and remote lessons.		
<p>Strategy's Expected Result/Impact: Improve student achievement and teacher lesson delivery. Increase student participation in all technology platforms. Campus will purchase and provide teachers with necessary digital tools to enhance at home and in school learning.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>	
	<p>Problem Statements: Curriculum, Instruction, and Assessment 1 Technology 3</p>	<p>Summative</p>
	<p>Funding Sources: technology devices such as Ipads, laptops, microphones, headphones, Title One School-wide \$15,000</p>	<p>May</p>
	Strategy 2: Goliad will provide a school wide platform, Seesaw Plus, for all grades PK-5th grade to engage all staff, students and families with remote and in school learning.	
	<p>Strategy's Expected Result/Impact: An effective and consistent platform to deliver instruction, communication and accountability for students, parents and teachers.</p> <p>Staff Responsible for Monitoring: School staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>
<p>Problem Statements: Parent and Community Engagement 2 Technology 2</p>		<p>Summative</p>
<p>Funding Sources: School Wide Digital applications Title One School-wide \$5,000</p>		<p>May</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional

development follow up, excessive district mandates and changing expectations result in poor teacher development.

Parent and Community Engagement

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Technology

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Performance Objective 4: Goliad Elementary School will provide a safe and supportive learning environment.

Evaluation Data Sources: Relay school culture plans rubric, student data in Eduphoria, and PEIMS data.

Summative Evaluation: None

Strategy 1: All staff will complete all required ethics, safe schools training, trauma, sexual harassment training and other district required training.	
Strategy's Expected Result/Impact: A safe and supportive environment.	Formative
Staff Responsible for Monitoring: Principals and Leadership Team Classroom Teachers and Counselor	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Summative
Problem Statements: School Culture and Climate 1, 3	May
Funding Sources: None	
Strategy 2: Goliad will establish school wide systems, routines and expectations through the use of Relay, Conscious Discipline, CHAMPS, and AVID strategies.	
Strategy's Expected Result/Impact: Provide a safe and supportive environment for staff and teachers.	Formative
Staff Responsible for Monitoring: Staff	Oct
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Summative
Problem Statements: School Culture and Climate 1, 3, 4	May
Funding Sources: Conscious Discipline Resources Title One School-wide \$3,500	

Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-5 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

<p>Strategy's Expected Result/Impact: Students will develop social emotional skills and learn how to self-regulate their emotions. Teachers will develop strategies to reinforce in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Classroom Teachers and aides</p>	Formative
	Oct
	Jan
<p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Summative
	May
<p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: None</p>	

Strategy 4: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselor will provide guidance lessons twice a month and implement programs to include bullying prevention at least twice a year.

<p>Strategy's Expected Result/Impact: Preventive measure established and implemented to prevent bullying. Students will know how to find help from an adult if they are being bullied.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers and Counselor</p>	Formative
	Oct
	Jan
<p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Summative
	May
<p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: None</p>	

Strategy 5: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

<p>Strategy's Expected Result/Impact: Administrators and counselor will train staff on suicide prevention response procedures. All staff will take immediate action when a situation arises.</p> <p>Staff Responsible for Monitoring: All Staff Administrators SAS Counselor and School Counselor</p>	Formative
	<p>Oct</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: None</p>
	<p>Summative</p> <p>May</p>

Strategy 6: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. Committee will review quarterly to examine data and make needed recommendations for changes.

<p>Strategy's Expected Result/Impact: Discipline referrals, OSS and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative
	<p>Oct</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Problem Statements: Demographics 4</p> <p>Funding Sources: None</p>
	<p>Summative</p> <p>May</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 4: ISS and OSS placement were assigned to more AA students that make up 8% of the school's population. **Root Cause:** Lack of unconscious bias training and restorative discipline training.

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training and many new staff members.

Problem Statement 3: CHAMPS expectations are not consistently taught, implemented and enforced by all staff. **Root Cause:** Inadequate follow through from administration and staff.

Problem Statement 4: AVID implementation is inconsistent schoolwide. **Root Cause:** Lack of teacher training and plan for implementation.

Curriculum, Instruction, and Assessment

Problem Statement 3: Teachers have little to no experience implementing a successful SEL curriculum. **Root Cause:** Lack of training in social emotional learning strategies.

Performance Objective 5: Goliad will establish and maintain strong partnerships with parents, community, businesses and local partnerships.

Evaluation Data Sources: Parent Survey Responses, Community Partnership documentation

Summative Evaluation: None

Strategy 1: The Campus Improvement Team will include required members who will meet a minimum of 4 times a year.	
Strategy's Expected Result/Impact: CIT will be aligned with mandated representation. Review and monitor campus plan, vision and goals.	Formative
Staff Responsible for Monitoring: Administrators and CIT	Oct
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: School Culture and Climate 2	May
Funding Sources: None	
Strategy 2: Goliad will conduct at least two parent engagement trainings per school year.	
Strategy's Expected Result/Impact: Increase parent engagement to help support student achievement.	Formative
Staff Responsible for Monitoring: Administrators CIT Counselor	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: Demographics 3	May
Funding Sources: Resources/materials needed for family engagement trainings. Title One School-wide \$3,000	

Strategy 3: Monthly campus newsletters will be published via Smore will be sent through Seesaw to families. Weekly campus newsletter published via Smore will be sent via email to staff.


Strategy's Expected Result/Impact: School staff and families will have timely information about school activities and learning goals.	Formative
Staff Responsible for Monitoring: Principal AP Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: Parent and Community Engagement 2 Technology 2	May
Funding Sources: None	

Strategy 4: Goliad will maintain current school partnerships and will establish at least two additional community partners.

Strategy's Expected Result/Impact: Increase current community partners form 2 to 4.	Formative
Staff Responsible for Monitoring: ILT CIT	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: Parent and Community Engagement 3	May
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Problem Statement 3: Low effective and consistent parent engagement. **Root Cause:** Demands of Goliad working families make it difficult to increase engagement. Lack of school-wide digital platform and expectations not established and communicated effectively by all staff members.

School Culture and Climate

Problem Statement 2: Lack of teacher and leadership support along with high student mobility rates creates a climate of constant change that makes it difficult to sustain systems **Root Cause:** High turnover rate of staff and student mobility rates due to other job opportunities for staff and student families. .

Parent and Community Engagement

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 2: Over 50 percent of parents are not actively engaged. **Root Cause:** Lack of opportunities and effective communication to engage families.





Technology

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Performance Objective 6: Goliad will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Attendance and PEIMS data

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.	
Strategy's Expected Result/Impact: All students will have access to free breakfast and lunch daily.	Formative
Staff Responsible for Monitoring: Cafeteria Manager/Staff Administrators Classroom Teachers	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 7: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Strategy 1: Staff will engage in professional learning about SEL research and practice.		
Strategy's Expected Result/Impact: Counselor will conduct training at least three times a year on SEL curriculum.		Formative
Staff Responsible for Monitoring: Counselor Admin		Oct
Title I Schoolwide Elements: 2.6		Jan
TEA Priorities: Improve low-performing schools		Mar
ESF Levers: Lever 3: Positive School Culture		Summative
Problem Statements: Curriculum, Instruction, and Assessment 3	Funding Sources: None	May
Strategy 2: Classroom teachers will embed SEL strategies daily into their lesson plans and counselor will conduct SEL lesson in classrooms twice a month.		
Strategy's Expected Result/Impact: Students will apply SEL strategies to help self-regulate their emotions.		Formative
Staff Responsible for Monitoring: Counselor Admin Teachers		Oct
Title I Schoolwide Elements: 2.6		Jan
TEA Priorities: Improve low-performing schools		Mar
ESF Levers: Lever 3: Positive School Culture		Summative
Problem Statements: Curriculum, Instruction, and Assessment 3	Funding Sources: None	May

Strategy 3: Goliad will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements.

<p>Strategy's Expected Result/Impact: Reduce the number of in- school and out of school infractions. Reduce the disproportional statistics of student discipline consequences by sub-population.</p> <p>Staff Responsible for Monitoring: Principal Discipline Management Committee Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
<p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: None</p>	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Curriculum, Instruction, and Assessment





Problem Statement 3: Teachers have little to no experience implementing a successful SEL curriculum. **Root Cause:** Lack of training in social emotional learning strategies.

Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 50.0 % in 2020 to 70.0% in 2021

Evaluation Data Sources: walk-throughs, data, surveys





Summative Evaluation: None

Strategy 1: Relay coaching will be implemented by instructional leaders through the use of observation and coaching in order to identify areas of instructional need and teacher growth.	
<p>Strategy's Expected Result/Impact: Grow highly effective teachers that result in student performance Support teacher growth</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>
	Summative
	May
	<p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: None</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
Student Achievement	
<p>Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. Root Cause: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.</p>	
<p>Problem Statement 2: Varied knowledge on use of technology for instruction and learning. Root Cause: Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.</p>	

Performance Objective 2: In 2020-21, Goliad Elementary School will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: surveys, feed-back and walkthroughs

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of 5 documented walk-throughs and provide immediate feedback to support teachers.	
<p>Strategy's Expected Result/Impact: Improved learning time Improve effective teacher planning and delivery Improve student achievement</p> <p>Staff Responsible for Monitoring: Leadership Team and principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May
Strategy 2: Google Forms will be used twice a month to gather feedback and evidence from teachers in order provide personalized professional development.	
<p>Strategy's Expected Result/Impact: Improve instruction and learning. Increase teachers' content knowledge and expertise for effective and rigorous lesson delivery.</p> <p>Staff Responsible for Monitoring: Leadership and admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Student Achievement

Problem Statement 2: Varied knowledge on use of technology for instruction and learning. **Root Cause:** Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.

Curriculum, Instruction, and Assessment

Problem Statement 1: Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

Technology

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Implement innovative instructional models which enable personalized learning for all students.





Evaluation Data Sources: Map assessment, campus assessments, short cycle assessments, informal and formal assessments.

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring	
Strategy's Expected Result/Impact: Increase student learning and progress each time MAP assessment is administered.	Formative
Staff Responsible for Monitoring: Administrators Classroom Teachers Reading Coach and IS	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1 Curriculum, Instruction, and Assessment 2	May
Funding Sources: None	
Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Admin Teachers	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1 Technology 3	May
Funding Sources: None	

Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

<p>Strategy's Expected Result/Impact: Increased effective lesson planning, lesson delivery, focused intervention and student progress measures in established and monitoring.</p>	Formative
<p>Staff Responsible for Monitoring: Teachers and administrators</p>	Oct
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Jan
<p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Mar
<p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Summative
<p>Problem Statements: Demographics 5 Student Achievement 1</p> <p>Funding Sources: None</p>	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 5: Inconsistent lesson design and delivery and targeted tiered instruction due to new teachers, bilingual substitutes and student mobility. **Root Cause:** Goliad's teacher vacancy rate continues to be high along with the student mobility rate which was 20.7%.

Student Achievement

Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.





Technology

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 33 (2019 STAAR) to 37% as measured by the 2021 STAAR assessment and 3rd grade reading meets level will increase from 27% percent to 32% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short cycle assessments, district benchmarks, 2021 STAAR, MAP assessment

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction	
Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level from 33 to 37%	Formative
Staff Responsible for Monitoring: Teachers and leadership team	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 3, 4 School Context and Organization 1	May
Funding Sources: None	
Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards	
Strategy's Expected Result/Impact: Increase meets from 33 to 37 percent.	Formative
Staff Responsible for Monitoring: Teachers and leadership team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1, 2	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. Root Cause: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies	

Problem Statement 4: African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and

intervention of subgroups.

Curriculum, Instruction, and Assessment

Problem Statement 1: Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

School Context and Organization

Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack of teacher experience in developing intervention systems that are consistent and effective.

Performance Objective 3: 4th grade math "Meets" percentages will increase from 26% (2019 STAAR) to 30% and 4th grade reading "Meets" percentages will increase from 18% to 23% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .	
Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level	Formative
Staff Responsible for Monitoring: Teachers and Leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 3, 4	May
Funding Sources: None	
Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards.	
Strategy's Expected Result/Impact: Meet from 37% to 41%	Formative
Staff Responsible for Monitoring: Teachers and leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: Utilization of additional resources such Dyna Notes, Mentoring Minds and Learning Without Teachers will be used to provide additional targeted intervention.

Strategy's Expected Result/Impact: Improve overall student achievement in reading, math and science.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Admin and teachers	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: School Context and Organization 1	
Funding Sources: Tiered resources for targeted intervention from Mentoring Minds, DynaNotes, Learning Without Tears and Forde-Ferrier Title One School-wide \$8,000	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 4: African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and intervention of subgroups.

School Context and Organization

Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack of teacher experience in developing intervention systems that are consistent and effective.





Performance Objective 4: 5th grade math "Meets" percentages will increase from 35% (2019 STAAR) to 39% and 5th grade reading "Meets" percentages will increase from 28% to 32% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .	
Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level	Formative
Staff Responsible for Monitoring: Teachers and Leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 2 Technology 3	May
Funding Sources: None	

Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards.	
Strategy's Expected Result/Impact: Meet from 35% to 39%	Formative
Staff Responsible for Monitoring: Teachers and leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise

hinder lesson planning, lesson delivery and student achievement.

Technology

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Performance Objective 5: 5th grade science "Meets" percentages will increase from 29% (2019 STAAR) to 33% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR





Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level	Formative
Staff Responsible for Monitoring: Teachers and Leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May

Strategy 2: Goliad will follow all the districts mandated science programs and curriculum, adhere to scope and sequence and state standards.

Strategy's Expected Result/Impact: Meet from 29% to 33%	Formative
Staff Responsible for Monitoring: Teachers and leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise

hinder lesson planning, lesson delivery and student achievement.

Performance Objective 6: The percentage of students that Met Standard on all subjects/grades tested will increase from 58% (2019 STAAR) to 63% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Teachers and Leadership Team	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: Student Achievement 3, 4	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement





Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 4: African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and intervention of subgroups.

Performance Objective 7: Kinder-2nd grade students will show progress from BOY, MOY and EOY Map assessment. By the end of the school year 80 percent of K-2nd students will be on grade level.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR





Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .	
Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level	Formative
Staff Responsible for Monitoring: Teachers and Leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 2 School Context and Organization 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Curriculum, Instruction, and Assessment	
Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. Root Cause: Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.	
School Context and Organization	
Problem Statement 1: Focused intervention is inconsistent across campus. Root Cause: Lack of teacher experience in developing intervention systems that are consistent and effective.	

Performance Objective 8: Pre-Kinder students will make progress at each benchmark. By the end of the 2020-2021 school year, 85 percent of PK students will be on grade level based on Circle assessment.

Evaluation Data Sources: Circle Assessment, formal and informal assessments.

Summative Evaluation: None

Strategy 1: Teachers will monitor student progress, use data driven instruction processes and provide targeted intervention when needed.	
Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level	Formative
Staff Responsible for Monitoring: Teachers and Leadership Team	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 3 School Context and Organization 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. Root Cause: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.	
Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. Root Cause: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies	
School Context and Organization	
Problem Statement 1: Focused intervention is inconsistent across campus. Root Cause: Lack of teacher experience in developing intervention systems that are consistent and effective.	

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Nora Gonzalez	Assistant Principal
Classroom Teacher	Irene Atkins	Reading Coach
Administrator	Cristabel Gonzales	Principal
Classroom Teacher	Lizbeth Jimenez	Teacher
Classroom Teacher	Natividad Andrade	teacher
Classroom Teacher	Gabriel Mendez	Teacher
Counselor	Ivana Hinojos	Counselor
Classroom Teacher	Jeannette Ortiz	PE Coach
Classroom Teacher	Leslianne Prince	Teacher
Community Representative	Mike Atkins	Community Member
Parent	Stephanie Holguine	Parent
Paraprofessional	Rodhe Perez	Clerk

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Reading Coaches and dyslexia teacher		\$0.00
1	3	1	technology devices such as Ipads, laptops, microphones, headphones,		\$15,000.00
1	3	2	School Wide Digital applications		\$5,000.00
1	4	2	Conscious Discipline Resources		\$3,500.00
1	5	2	Resources/materials needed for family engagement trainings.		\$3,000.00
3	3	3	Tiered resources for targeted intervention from Mentoring Minds, DynaNotes, Learning Without Tears and Forde-Ferrier		\$8,000.00
Sub-Total					\$34,500.00
Grand Total					\$34,500.00

Addendums