Ector County Independent School District

Goliad Elementary

2025-2026 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 of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 29 % to 35%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Math - % of 3rd 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: MAP MOY and EOY
I Ready Diagnostic Reports
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints Read 180 and ST math MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 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 2 **Funding Sources:** 2 MCL I Positions - Title One School-wide - $30,000, Teacher Resident - Title One School-wide - $33,000, Reach Associate - Local - $33,000				

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk student populations by implementing research-based interventions. In grades 3-5, teachers will utilize Read 180, ST Math, i-Ready, and targeted tutoring three times per week for 20-30 minutes per session. In grades K-2, teachers will implement Math Academy for 20 minutes three times per week., All instruction will align to and adhere to the ECISD Math Framework.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoints scoring at meets level **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 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 2 **Funding Sources:** After-school tutoring for math - Title One School-wide - $5,000				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25, only 25% of 3rd-grade students were on grade level in math.   **Root Cause**: Students lack the foundational number sense skills developed in K-2, limiting their ability to apply mathematical reasoning and problem-solving strategies in more complex tasks.

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 of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% to 40 %.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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 3rd 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: MAP MOY and EOY
Monthly Istation Reports Bilingual Students
Diagnostic i-Ready Reports
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Rigor in Lessons Growth in I-Ready and targeted tutoring reports for Reading **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 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				

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk students by implementing Read 180, ST Math, and small-group tutoring. In grades K-3, teachers will implement small-group tutoring three times per week for 20-30 minutes per session, adhering to the ECISD ELAR Framework.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: IReady lessons passed at 70% or higher (2-3 lessons a week) IReady monthly progress for Bilingual Students Checkpoint monitoring meets percentage **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 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 **Funding Sources:** Part-time tutor - Title One School-wide - $15,000, Instructional Aide - Title One School-wide - $33,000, After-school Tutoring Reading - Title One School-wide - $5,000				

○ No Progress ◯ Accomplished → Continue/Modify ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

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 of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 17% to 25 %.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP MOY and EOY reports
Checkpoints

Strategy 1 Details		Reviews		
Strategy 1: MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, strengthen TEKS knowledge through internalization of instruction, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure mastery of learning objectives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Growth in MAP science BOY - EOY Checkpoints monitoring meets percentage **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **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				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Science will be taught daily in grades K-5 for a minimum of 30 minutes for K-2, 60 minutes for 3rd-4th, and 90 minutes for 5th grade using district-approved resources.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: MAP Science growth BOY - EOY
 Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS
     Staff Responsible for Monitoring: MCLs
 Specialists
 Principal Fellow
 Principal
 	
 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: Student Achievement 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment.   **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

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 READING RIT goal will increase from 45% to 50%

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: SCA
MAP MOY and EOY
Diagnostic i-Ready Reports
Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and campus leadership will refine and implement the Data-Driven Instruction (DDI) process, deepen TEKS understanding through internalization of instruction, utilize the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52, 2.534 - **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:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will provide targeted support for at-risk students through small-group reading instruction four times per week for 20-25 minutes per group. Tutoring groups will be used to deliver focused interventions. In grades 4-5, teachers will also implement Read 180 and i Ready to strengthen literacy.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Result/Impact Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** MCLs Specialists Classroom Teachers Principal Fellow Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

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: The percentage of First grade students will show growth from 29% to 34% on their Reading MAP Assessment.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP BOY - EOY
i-Ready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement the campus-wide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for informational texts. Teachers will model the process, provide guided practice, and incorporate the charts as tools to support comprehension discussions and written responses.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments. **Staff Responsible for Monitoring:** MCLs Specialists Classroom Teachers Principal Fellow Principal **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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Multi-Classroom Leaders (MCLs) and team teachers will engage in weekly 45-minute PLCs focused on analyzing student work and assessment data. These collaborative sessions will identify evidence of learning and misconceptions, and guide the planning of targeted instructional next steps to improve student achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52 **- 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				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

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 3: The percentage of 3rd-grade students performing at the meets level on their Reading STAAR Assessment 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%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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: MOY MAPS (students meeting their RIT goals)
i-Ready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades 3-4 will integrate writing instruction using Weekly Studies to deliver interactive lessons, model effective writing strategies, and engage students in collaborative writing activities. Weekly Studies will also be used to build background knowledge for reading and to support idea generation, organization, and peer feedback, all in alignment with grade-level writing standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The use of Weekly Studies will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades 3-5 will incorporate chapter books into their reading instruction to provide students with extended opportunities for in-depth analysis of complex texts. These texts will be used to challenge advanced learners through exposure to higher-level vocabulary, rigorous comprehension questions, thematic analysis, and opportunities for written literary responses.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Incorporating chapter books will extend learning for advanced readers, strengthen critical thinking and analytical skills, and increase the number of students performing at the Meets and Masters levels on reading assessments. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment.   **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 63% to 68%.

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: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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
House leaders
 	
    Title I:
2.53, 2.531
  - **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				

Strategy 2 Details	Reviews			
Strategy 2: During morning announcements, students will participate in I Matter sessions facilitated by the principal and principal fellow. These sessions will teach and reinforce techniques for emotional regulation and leadership behaviors through activities such as breathing exercises and reflection on positive quotes to promote focus, self-control, and a growth mindset.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: I matter will equip students with self-regulation strategies, improve focus and emotional control, and create a calmer, more positive learning environment across the campus. **Staff Responsible for Monitoring:** Principal Principal Fellow **Title I:** 2.531 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

○ No Progress ○ Accomplished ➜ Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community.   **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, 4 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.	**Formative**			**Summative**
Strategy's Expected Result/Impact: organizational skills two way communication between school and home	**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Classroom Teachers
 AVID Site Team
 	
 Title I:
 2.52, 2.532
  - **TEA Priorities:**
 Connect high school to career and college
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous lessons organizational skills Increased writing skills **Staff Responsible for Monitoring:** Classroom Teachers AVID Site Team **Title I:** 2.51, 2.52, 2.53, 2.532 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

⚪ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Student daily attendance will increase from 92.9% to 95%.

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Truancy Form	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Attendance Rate	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Attendance Rate	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: CIS Teachers Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: MCLs Specialists Principal Fellow Principal **Title I:** 2.52, 2.534 - **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				

Strategy 2 Details	Reviews			
Strategy 2: Establish a structured peer observation system and implement the instructional coaching cycle to ensure the consistent use of evidence-based practices across all classrooms.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY Checkpoint monitoring Scoring at meets level **Staff Responsible for Monitoring:** Teachers MCLs Specialists Principal Fellow Principal **Title I:** 2.53, 2.534 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment.   **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase student engagement from 56% to 61%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey
Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Integrate student-centered instructional strategies such as cooperative learning,	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons **Staff Responsible for Monitoring:** Teachers MCLs Principal Fellow Principal **Title I:** 2.51, 2.52 **Problem Statements:** School Culture and Climate 1	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Integrate structured opportunities for student engagement and student voice through Habits of Discussion in daily lessons to promote active participation, academic discourse, and increased engagement and ownership of learning.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student engagement will increase MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons **Staff Responsible for Monitoring:** Teachers MCLs Principal Fellow Principal **Title I:** 2.51, 2.53, 2.534 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community.   **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 55% to 60%.

Evaluation Data Sources: Fall Panorama Survey
Spring 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 Principals **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				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in Panorama Climate data **Staff Responsible for Monitoring:** Teachers Principals **Title I:** 2.53, 2.531, 2.533 **Problem Statements:** School Culture and Climate 1				

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community.   **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 2: Students Sense of Belonging Panorama Data will increase from 56% to 61%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Students and teachers will nominate peers for Student of the Month recognition based on the character traits outlined in the Goliad Manifesto. Nominations will include specific examples of how students demonstrate these traits in their daily interactions, reinforcing the campus's core values and celebrating positive behavior.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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:** Teachers Principal **Title I:** 2.53, 2.531 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: Student Recognition Programs (Student of the Month, Most Improved, Character Trait Awards).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Track number of students recognized Staff and Student Feedback	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers Principal Fellow Principal **Title I:** 2.531, 2.533 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community.   **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

Board Goal 5: Culture of Excellence

Performance Objective 3: Goliad will offer multiple opportunities for parents to be involved in students' learning

Evaluation Data Sources: Parent sign in sheets
Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to a reading night to learn strategies to support their students at home	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent involvement Student engagement	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal Principal Fellow Specialists				
ESF Levers: Lever 3: Positive School Culture				
Funding Sources: Books and educational games - Title One School-wide - $1,000				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				