

Ector County Independent School District

Goliad Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

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

Total Enrollment	2016-2017	2017-2018	2018-2019
Student Total	456	478	552
Pre-Kindergarten		0	00
Kindergarten	77	83	102
1st Grade	65	78	92
2nd Grade	81	58	80
3rd Grade	70	84	85
4th Grade	95	71	101
5th Grade	68	104	92
Female/Male	213	236	284
Male	243	242	268

Ethnic Distribution	2016-2017	2017-2018	2018-2019
Hispanic	353	367	401
White	84	81	122
Black-African American	13	18	20
Two-or-More	3	8	5
Asian	0	0	0
American Indian- Alaskan Native	0	3	3
Native Hawaiian- Pacific Islander	3	1	1

Student by Program	2016-2017	2017-2018	2018-2019
Bilingual	95	90	99
ESL	8	5	06

Free Lunch Participation	337	312	552
Gifted and Talented	64	25	24
Special Education	40	47	52
Title I	456	478	552
Dyslexia	8	6	8
At Risk	274	215	295
Economically Disadvantaged	347	172	412
Homeless	18	37	18
Immigrant	8	2	4
LEP	103	96	112
Military Connected	0	0	0
Foster Care	1	2	1
CTE	0	0	0

Teacher Retention	2016-2017	2017-2018	2018-2019
	65.63%	79.31%	
Attendance	2016-2017	2017-2018	2018-2019
	94.3%	93.1%	94.7%

Teacher Retention	2016-2017	2017-2018	2018-2019
	85.1%	76%	88%

Student Population Onsite DATA 2018-19

Student Total 552

Kindergarten 102 18.48%

First Grade 92 16.67%

Second Grade 80 14.49%

Third Grade 85 15.40%

Fourth Grade 101 18.30%

Fifth Grade 92 16.67%

Student By Program Count Percent

Bilingual 99 17.93%

ESL 06 1.09%

GT 24 4.35%

Special Education 52 9.42%

Title I 552 100.00%

Dyslexia 08 1.45%

Homeless Status 18 3.26%

Doubled Up 15 2.72%

Unsheltered 03 0.54%

GENDER

Female 284 54.45%

Male 268 48.55%

Ethnicity

Hispanic 401 72.64%

Race

American Indian 03 0.54%

Black-African American 20 3.62%

Native Hawaiian 01 0.18%

White 122 22.10%

Two or More 05 0.91%

Other Student Information

At Risk 295 53.44%

Eco Disadvantage 412 74.64%

LEP 112 20.29%

Intervention Indicator 29 5.25%

Section 504 2 0.36%

Special Services

OHI 6 11.54%

VI 2 3.85%

Intellectual Di disability 6 11.54%

Emotional Disturbance 1 1.92%

Learning Disability 3 5.77%

Speech Impairment 30 57.69%

Autism 4 7.69%

18-19 Nobility Rate 20.7%

Instructional Setting

Speech Therapy 30

Mainstream 6

Demographics Strengths

Goliad Elementary has a high mobility of teachers and students, but continue to make gains year after for the past few years. 67 % of students achieved Approaches grade level on Math and 57% of students were at the Approaches grade level standards in ELAR/Reading.

ELs scored higher in all areas compared to other subgroups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Inconsistent lesson design and delivery and targeted tiered instruction due to high mobility rate of teachers and students. **Root Cause:** Goliad's turnover rate continues to be high along with the student mobility rate which was 20.7%. 50% of students were new to Goliad last year due to rezoning.

Problem Statement 2: At Goliad in 3rd grade 47% of Economically Disadvantaged students, 59% of Hispanic students, 42% of White students, 65% of ELs met and 53 % of all students met approaches in Reading. **Root Cause:** Lack of effective Tier I instruction, content knowledge, and targeted intervention based on sub group data.

Problem Statement 3: At Goliad in 3rd grade 60% of Economically Disadvantaged students, 63% of Hispanic, 63 % White and 62% of all students scored approaches grade level Math. **Root Cause:** Lack of effective Tier I instruction, content knowledge, and targeted intervention based on sub group data.

Problem Statement 4: At Goliad in 4th grade 48% of Economically Disadvantaged students, 55% of Hispanic students, 62% of ELL's and 52% of all students met approaches on Reading STAAR. **Root Cause:** Lack of effective Tier I instruction, content knowledge, and targeted intervention based on sub group data.

Problem Statement 5: At Goliad in 4th grade 62% of Economically Disadvantaged students, 59 % White, 68% of Hispanic students and 75% of ELL's, and 65% met approaches on Math STAAR. **Root Cause:** Lack of effective Tier I instruction, content knowledge, and targeted intervention based on sub group data.

Problem Statement 6: At Goliad in 4th Grade, 38% Economically Disadvantaged, 43 % Hispanic, 24% White, 69% ELs and 39 % of all students met approaches on STAAR Writing. **Root Cause:** Lack of teacher content knowledge and lack of implementation of writing across grade levels.

Problem Statement 7: At Goliad in 5th Grade 47 % Eco Dis, 62% Hispanic, 78%White, 69% ELs and 64 % all students met approaches on STAAR

Reading. **Root Cause:** Lack of effective Tier I instruction, content knowledge, and targeted intervention based on sub group data.

Problem Statement 8: At Goliad in 5th grade 62% of Eco Dis, 68% Hispanic, 59% White, 75% ELs and 76% of all students scored approaches grade level on 5th grade Math STAAR. **Root Cause:** Lack of targeted intervention based on sub group data.

Problem Statement 9: AT Goliad in 5th Grade Science, 52% of all students met approaches on STAAR. **Root Cause:** Lack of effective Tier I instruction, content knowledge, and targeted intervention based on sub group data.

Problem Statement 10: 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 leadership and teachers. and student mobility rates.

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%

3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
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
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
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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
2019	65	52	Goliad	H	W	AA	Asian	2 or more	Eco Dis	Special Ed	ELL
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
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
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
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
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
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
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
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
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
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
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
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
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
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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
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
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
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
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
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
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

Grade 4 Writing Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	10	5	1	1	0	0			0	0	0
2018	11	6	0	0	0	0			0	0	0
2017	11	6	0	0	0	0			0	0	0

Texas Education Agency

CONFIDENTIAL

2019 STAAR Performance Data Table

GOLIAD EL (068901110) - ECTOR COUNTY ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	251	250	95	80	-	676	
Approaches GL or Above	144	168	37	43	-	392	58
Meets GL or Above	62	89	7	25	-	183	27
Masters GL	22	36	1	12	-	71	11
Total Percentage Points							96
Component Score							32

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Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests % at Approaches GL Standard or Above	58%	26%	59%	59%	100%	-	-	50%	54%	69%	69%	32%	47%	56%	64%
% at Meets GL Standard or Above	27%	5%	29%	23%	67%	-	-	0%	24%	33%	33%	9%	5%	27%	27%
% at Masters GL Standard	11%	0%	10%	14%	0%	-	-	0%	9%	13%	13%	5%	0%	10%	12%
Number of Tests # at Approaches GL Standard or Above	392	5	305	78	3	-	-	1	251	83	83	18	9	291	101
# at Meets GL Standard or Above	183	1	149	31	2	-	-	0	112	40	40	5	1	140	43

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL Standard	71	0	53	18	0	-	-	0	41	16	16	3	0	52	19
Total Tests ELA/Reading	676	19	519	133	3	-	-	2	465	120	120	57	19	519	157
Percent of Tests % at Approaches GL Standard or Above	57%	13%	59%	56%	100%	-	-	100%	52%	69%	69%	33%	43%	56%	63%
% at Meets GL Standard or Above	25%	0%	25%	28%	0%	-	-	0%	21%	36%	36%	5%	0%	27%	17%
% at Masters GL Standard	9%	0%	9%	10%	0%	-	-	0%	7%	11%	11%	5%	0%	10%	3%
Number of Tests # at Approaches GL Standard or Above	144	1	113	28	1	-	-	1	90	31	31	7	3	107	37
# at Meets GL Standard or Above	62	0	48	14	0	-	-	0	36	16	16	1	0	52	10

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL 22 Standard	0	17	5	0	-	-	0	12	5	5	1	0	20	2	
Total Tests Mathematics	251	8	191	50	1	-	-	1	173	45	45	21	7	192	59
Percent of Tests															
% at Approaches GL Standard or Above	67%	50%	67%	72%	100%	-	-	0%	64%	73%	73%	48%	71%	66%	72%
% at Meets GL Standard or Above	36%	13%	39%	24%	100%	-	-	0%	32%	42%	42%	14%	0%	33%	43%
% at Masters GL Standard	14%	0%	15%	16%	0%	-	-	0%	11%	20%	20%	10%	0%	13%	21%
Number of Tests															
# at Approaches GL Standard or Above	168	4	127	36	1	-	-	0	110	33	33	10	5	126	42
# at Meets GL Standard or Above	89	1	75	12	1	-	-	0	55	19	19	3	0	64	25

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL Standard	36	0	28	8	0	-	-	0	19	9	9	2	0	24	12
Total Tests Writing	250	8	190	50	1	-	-	1	172	45	45	21	7	192	58
Percent of Tests % at Approaches GL Standard or Above	39%	0%	43%	24%	100%	-	-	-	38%	69%	69%	0%	0%	37%	44%
% at Meets GL Standard or Above	7%	0%	8%	0%	100%	-	-	-	8%	6%	6%	0%	0%	7%	8%
% at Masters GL Standard	1%	0%	1%	0%	0%	-	-	-	2%	0%	0%	0%	0%	1%	0%
Number of Tests # at Approaches GL Standard or Above	37	0	32	4	1	-	-	-	25	11	11	0	0	26	11
# at Meets GL Standard or Above	7	0	6	0	1	-	-	-	5	1	1	0	0	5	2

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL 1 Standard	0	1	0	0	-	-	-	1	0	0	0	0	0	1	0
Total Tests	95	2	75	17	1	-	-	-	66	16	16	8	1	70	25
Science															
Percent of Tests															
% at Approaches GL Standard or Above	54%	0%	52%	63%	-	-	-	-	48%	57%	57%	14%	25%	49%	73%
% at Meets GL Standard or Above	31%	0%	32%	31%	-	-	-	-	30%	29%	29%	14%	25%	29%	40%
% at Masters GL Standard	15%	0%	11%	31%	-	-	-	-	17%	14%	14%	0%	0%	11%	33%
Number of Tests															
# at Approaches GL Standard or Above	43	0	33	10	-	-	-	-	26	8	8	1	1	32	11
# at Meets GL Standard or Above	25	0	20	5	-	-	-	-	16	4	4	1	1	19	6

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL 12 Standard	0	7	5	-	-	-	-	9	2	2	0	0	7	5	
Total Tests 80 Social Studies	1	63	16	-	-	-	-	54	14	14	7	4	65	15	
Percent of Tests % at Approaches - GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Masters GL - Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests # at Approaches - GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Calculation Report

ELA/Reading and Mathematics

$$\text{Growth Points Earned} = 2 \times 0 + 53 \times 0 + 59 \times 1 + 15 \times 0 + 26 \times 0.5 + 72 \times 1 + 7 \times 0 + 9 \times 0.5 + 47 \times 1 + 36 \times 1 = 231.5$$

$$\text{Total Possible Points} = 326$$

$$\text{Academic Growth} = 100 \times (231.5 / 326) = 71$$

Data Table

ELA/Reading and Mathematics

[Download Excel](#)

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	
Did Not Meet	-	<u>31</u>	<u>59</u>	-	0	<u>39</u>	-	-	<u>5</u>	<u>1</u>	
Approaches Grade Level	-	<u>22</u>	0	-	<u>26</u>	<u>33</u>	-	-	<u>25</u>	<u>7</u>	
Meets Grade Level	<u>2</u>	-	-	<u>15</u>	-	-	-	<u>9</u>	<u>17</u>	<u>13</u>	
Masters Grade Level	0	-	-	0	-	-	<u>7</u>	-	-	<u>15</u>	
Total Number of Tests	<u>2</u>	<u>53</u>	<u>59</u>	<u>15</u>	<u>26</u>	<u>72</u>	<u>7</u>	<u>9</u>	<u>47</u>	<u>36</u>	
Total Points Score	0	0	59	0	13	72	0	4.5	47	36	231.5

- Indicates count is not available for this group.

ELA/Reading

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	
Did Not Meet	-	<u>21</u>	<u>30</u>	-	0	<u>16</u>	-	-	<u>1</u>	0	
Approaches Grade Level	-	<u>13</u>	0	-	<u>12</u>	<u>19</u>	-	-	<u>8</u>	<u>3</u>	
Meets Grade Level	<u>1</u>	-	-	<u>8</u>	-	-	-	<u>3</u>	<u>8</u>	<u>5</u>	
Masters Grade Level	0	-	-	0	-	-	<u>6</u>	-	-	<u>5</u>	
Total Number of Tests	<u>1</u>	<u>34</u>	<u>30</u>	<u>8</u>	<u>12</u>	<u>35</u>	<u>6</u>	<u>3</u>	<u>17</u>	<u>13</u>	
Total Points Score	0	0	30	0	6	35	0	1.5	17	13	102.5

- Indicates count is not available for this group.

Mathematics

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growt Points Earned
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	
Did Not Meet	-	<u>10</u>	<u>29</u>	-	0	<u>23</u>	-	-	<u>4</u>	<u>1</u>	
Approaches Grade Level	-	<u>9</u>	0	-	<u>14</u>	<u>14</u>	-	-	<u>17</u>	<u>4</u>	
Meets Grade Level	<u>1</u>	-	-	<u>7</u>	-	-	-	<u>6</u>	<u>9</u>	<u>8</u>	
Masters Grade Level	0	-	-	0	-	-	<u>1</u>	-	-	<u>10</u>	
Total Number of Tests	<u>1</u>	<u>19</u>	<u>29</u>	<u>7</u>	<u>14</u>	<u>37</u>	<u>1</u>	<u>6</u>	<u>30</u>	<u>23</u>	
Total Points Score	0	0	29	0	7	37	0	3	30	23	129

- Indicates count is not available for this group.

% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	Value needed for:			
				90	80	70	60
74.8	74.1 to 75	Elementary	32	57	46	40	35

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	2	14	14%	30.0%	4.2
Growth Status	9	13	69%	50.0%	34.5
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	1	8	13%	10.0%	1.3
Closing the Gaps Score					50

Status Data Table

[Download Excel](#)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Academic Achievement Status															
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%	
Target Met	N		N	N					N	Y			N	N	
% at Meets GL Standard or Above	25%	0%	25%	28%	0%	-	-	0%	21%	36%	5%	0%	27%	17%	
# at Meets GL Standard or Above	62	0	48	14	0	-	-	0	36	16	1	0	52	10	
Total Tests (Adjusted)	251	8	191	50	1	-	-	1	173	45	21	7	192	59	
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%	
Target Met	N		N	N					N	Y			N	N	
% at Meets GL Standard or Above	36%	13%	39%	24%	100%	-	-	0%	32%	42%	14%	0%	33%	43%	
# at Meets GL Standard or Above	89	1	75	12	1	-	-	0	55	19	3	0	64	25	
Total Tests (Adjusted)	250	8	190	50	1	-	-	1	172	45	21	7	192	58	
Total Indicators															2
Growth Status															
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67	
Target Met	N		Y	N					Y				Y	N	
Academic Growth Score	64	67	65	63	100	-	-	-	65	76	75	80	67	56	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Growth Points	102.5	2.0	80.0	19.5	1.0	-	-	-	74.0	14.5	10.5	4.0	83.0	19.5	
Total Tests	159	3	124	31	1	-	-	-	113	19	14	5	124	35	
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70	
Target Met	Y		Y	N					Y	Y			Y	Y	
Academic Growth Score	77	67	79	71	100	-	-	-	76	81	89	70	77	78	
Growth Points	129.0	2.0	104.0	22.0	1.0	-	-	-	87.0	23.5	12.5	3.5	101.0	28.0	
Total Tests	167	3	132	31	1	-	-	-	115	29	14	5	131	36	
Total Indicators															9
Graduation Rate Status ***															
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a	
Target Met															
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Indicators															
English Language Proficiency Status															
Target										36%					
Target Met										Y					
TELPAS Progress Rate										40%					
TELPAS Progress										31					
TELPAS Total										77					

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Total Indicators															1
Student Success Status															
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%	
Target Met	N		N	N					N	Y	N		N	N	
STAAR Component Score	32	10	33	32	56	-	-	17	29	38	15	17	31	34	
% at Approaches GL Standard or Above	58%	26%	59%	59%	100%	-	-	50%	54%	69%	32%	47%	56%	64%	
% at Meets GL Standard or Above	27%	5%	29%	23%	67%	-	-	0%	24%	33%	9%	5%	27%	27%	
% at Masters GL Standard	11%	0%	10%	14%	0%	-	-	0%	9%	13%	5%	0%	10%	12%	
Total Tests	676	19	519	133	3	-	-	2	465	120	57	19	519	157	
Total Indicators															1
School Quality Status															
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	
Target Met															
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Total Indicators															
Participation															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading															
% Participation	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	270	9	204	54	1	-	-	1	181	52	26	7	199	71	
Total Tests	270	9	204	54	1	-	-	1	181	52	26	7	199	71	
Mathematics															
% Participation	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%
# Participants	266	8	201	54	1	-	-	1	178	50	26	7	197	69	
Total Tests	266	8	201	54	1	-	-	1	178	50	26	7	197	69	

Student Achievement Strengths

Overall Rating C score 73

School Progress Part A Rating C score 74 Closing the Gaps Raing C Score 71

Economically disadvantaged met target in Domain 3 in Reading and Math.

ELs met all targets in Domain 3.

TELPAS progress met in Domain 3.

6 of the 7 math tergets were met in Domain 3.

Academic Growth target was met in Math.

Student growth was made in 4th and 5th grade.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Goliad continues to score below the state target in the area of student achievement in all areas. Goliad met 2 of the 14 targets in student achievement. **Root Cause:** Lack of effective Tier I instruction and student application.

Problem Statement 2: Economically disadvantaged and African American students scored below other subgroups. **Root Cause:** Lack of effective Tier I instruction and targeted intervention based on sub group data.

Problem Statement 3: Reading and Writing continue to be the lowest performing areas. 57 % of students met approaches in Reading and 39% met approaches in Writing. **Root Cause:** Lack of content knowledge and how to effectively use data to drive instruction to meet students' need to achieve maximum student growth.

Problem Statement 4: 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 leadership and teachers. and student mobility rates.

School Culture and Climate

School Culture and Climate Summary

Goliad Elementary has an average of 485 students, 30 classroom teachers, 1 PE teacher, 1 Music Teacher, 1 Special Education Teacher and an aide, dyslexia teacher, counselor and media specialist. Average 5 classrooms per grade level, 4 monolingual and 1 bilingual.

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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 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 leadership and teachers. and student mobility rates.

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.

Staff Quality, Recruitment, and Retention Strengths

Goliad's teacher retention rate is 76.67%.

Teachers with 0 years experience is 3.33%; 1-5 years 26.7%; 5-10 years 20%, more than 10 years 50% and 26.67% have a Masters Degree.

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: Teacher shortage continues to be an issue for the district making an impact on recruiting and teacher retention at Goliad. **Root Cause:** Cost of living in Odessa is too expensive due to thriving oil production.

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 leadership and teachers. and student mobility rates.

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, Istation, 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, IStation, 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 textbook Scope and Sequence with fidelity. We will utilize district strategies such as KNOW SHOW and Data Process Protocol when planning lessons. All teachers will utilize district planning template.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Goliad continues to score below the state target in the area of student achievement in all areas. Goliad met 2 of the 14 targets in student achievement. **Root Cause:** Lack of effective Tier I instruction and targeted intervention based on sub group data.

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 leadership and teachers. and student mobility rates.

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, 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 Blackshear Twitter, Facebook, VIPS Recruiting event, and Book Fairs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Need to increase parent engagement. **Root Cause:** Demands of Goliad working families make it difficult to increase engagement.

School Context and Organization

School Context and Organization 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 Expedition and Ipads.

Goliad utilizes technological programs to promote student learning and close the achievement gaps. Every classroom classroom is equipped with access to Brainchild, Think Through Math, IStation, 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.

School Context and Organization Strengths

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. Two Tech Ambassadors on campus will hold monthly tech PLCs to help enhance instruction and learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Many new staff members, including long-terms, where additional teacher support is needed. **Root Cause:** Lack of highly qualified teachers and teacher support.

Technology

Technology Summary

All classrooms are equipped with an In Focus Projector, Smartboard and Elmos. Each classroom also has Ipad or Chromebooks for each student. Students have access to many programs and Apps. Goliad also has Computer Lab with 24 computers.

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. ECISD employs instructional technologists to provide training and support for best instructional practices.

The technology specialist provides monthly assistance for teachers on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Varied knowledge on use of technology. **Root Cause:** Teachers lack of effective planning and purposeful application of use of technology.

Priority Problem Statements

Problem Statement 1: Goliad continues to score below the state target in the area of student achievement in all areas. Goliad met 2 of the 14 targets in student achievement.

Root Cause 1: Lack of effective Tier I instruction and student application.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Reading and Writing continue to be the lowest performing areas. 57 % of students met approaches in Reading and 39% met approaches in Writing.

Root Cause 2: Lack of content knowledge and how to effectively use data to drive instruction to meet students' need to achieve maximum student growth.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Inconsistent lesson design and delivery and targeted tiered instruction due to high mobility rate of teachers and students.

Root Cause 3: Goliad's turnover rate continues to be high along with the student mobility rate which was 20.7%. 50% of students were new to Goliad last year due to rezoning.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teacher shortage continues to be an issue for the district making an impact on recruiting and teacher retention at Goliad.

Root Cause 4: Cost of living in Odessa is too expensive due to thriving oil production.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Economically disadvantaged and African American students scored below other subgroups.

Root Cause 5: Lack of effective Tier I instruction and targeted intervention based on sub group data.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: 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 6: High turnover rate of leadership and teachers. and student mobility rates.

Problem Statement 6 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Revised/Approved: August 14, 2019

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 27 to 35% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Goliad will use formal and informal assessments to identify students who are performing at the approaches level. Using that data we will create small groups to focus on the needs of those students helping them to meet grade level. The progress of the students will be monitored by short cycle assessments, released STAAR tests, I-station data, and interim assessments</p>	2.4, 2.6	Administrators, IS & Teachers	The percentage of students who achieves Meets, on STAAR will increase.				
Problem Statements: Student Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
2) Mentoring Minds materials will be used in grades 3-5th during intervention times.	2.4, 2.5, 2.6	Instructional Specialists, Principal, AP	Growth of students from Approaches to Masters will increase to 35 % by end of 2020 based on STAAR data				
	Problem Statements: Student Achievement 1, 3 Funding Sources: Title One School-wide - 10000.00						
3) All classrooms will follow the district scope and sequence with a heavy emphasis on quality Tier I instruction.	2.4, 2.5, 2.6	Principal, AP & IS	Goliad will show a Meets rate of at least 35 % across grade levels.				

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Goliad continues to score below the state target in the area of student achievement in all areas. Goliad met 2 of the 14 targets in student achievement. Root Cause 1: Lack of effective Tier I instruction and student application.
Problem Statement 3: Reading and Writing continue to be the lowest performing areas. 57 % of students met approaches in Reading and 39% met approaches in Writing. Root Cause 3: Lack of content knowledge and how to effectively use data to drive instruction to meet students' need to achieve maximum student growth.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) Goliad will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content.</p> <p>Disaggregate data during PLC to ensure progress is on track to Masters standard.</p>	2.4, 2.5, 2.6	Teachers, Administrators, Instructional Specialists	Students will achieve Masters as a result of strategy implemented.				
<p>Problem Statements: Demographics 1, 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3</p>							
							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Inconsistent lesson design and delivery and targeted tiered instruction due to high mobility rate of teachers and students. Root Cause 1: Goliad's turnover rate continues to be high along with the student mobility rate which was 20.7%. 50% of students were new to Goliad last year due to rezoning.</p>
<p>Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.</p>

Student Achievement

Problem Statement 4: 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 4:** High turnover rate of leadership and teachers. and student mobility rates.

School Culture and Climate

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Staff Quality, Recruitment, and Retention

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Curriculum, Instruction, and Assessment

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Demographics

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Student Academic Achievement

Problem Statement 3: 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 3:** High turnover rate of leadership and teachers. and student mobility rates.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

3rd Grade Reading from 27% to 37%





4th Grade Reading from 18% to 28%

5th Grade Reading from 28% to 38%

4th Grade Writing from 7 to 17%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) 1) Goliad will use formal and informal assessments to identify students who are performing at the approaches level. Using that data we will create small groups to focus on the needs of those students helping them to meet grade level.</p> <p>2. Disaggregate data to target instruction to move students.</p> <p>3. Instructional specialists and administrators will provide ongoing lesson planning in PLCs.</p>	2.4, 2.5, 2.6	Teachers, Administrators, Instructional Specialists Evaluation Data Source: Weekly review of lesson plans for K 5th, quarterly reviews of unit assessments, SBAs, DBAs, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS	Increase number of students achieving Meets on STAAR Reading and Writing.				
Problem Statements: Demographics 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Inconsistent lesson design and delivery and targeted tiered instruction due to high mobility rate of teachers and students. **Root Cause 1:** Goliad's turnover rate continues to be high along with the student mobility rate which was 20.7%. 50% of students were new to Goliad last year due to rezoning.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

3rd Grade Math from 33% to 43%





4th Grade Math from 37% to 47%

5th Grade Math from 35% to 45%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>1) 1) 1. Goliad teachers and instructional staff will follow the district's ELAR scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of (k- 5th grade) well-developed and explicitly taught word structures.</p> <p>2. Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.</p>	2.4, 2.5, 2.6	<p>Teachers, Administrators, Instructional Specialists and , Reading Coaches</p> <p>Evaluation Data Source: Weekly review of lesson plans for K 5th, quarterly reviews of unit assessments, SBAs, DBAs, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS</p>	MOY assessment data will increase by 6% in Meets level in each tested grade level by the middle of the year.				
<p>Problem Statements: Demographics 1, 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:


Demographics
Problem Statement 1: Inconsistent lesson design and delivery and targeted tiered instruction due to high mobility rate of teachers and students. Root Cause 1: Goliad's turnover rate continues to be high along with the student mobility rate which was 20.7%. 50% of students were new to Goliad last year due to rezoning.
Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.
Student Achievement
Problem Statement 4: 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 4: High turnover rate of leadership and teachers. and student mobility rates.
School Culture and Climate
Problem Statement 1: 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 1: High turnover rate of leadership and teachers. and student mobility rates.
Staff Quality, Recruitment, and Retention
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 2: High turnover rate of leadership and teachers. and student mobility rates.
Curriculum, Instruction, and Assessment
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 2: High turnover rate of leadership and teachers. and student mobility rates.
Demographics
Problem Statement 1: 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 1: High turnover rate of leadership and teachers. and student mobility rates.
Student Academic Achievement
Problem Statement 3: 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 3: High turnover rate of leadership and teachers. and student mobility rates.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 28% to 33%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Goliad will implement a consistent process to disaggregate data and monitor through PLC data process protocol	2.4, 2.5, 2.6	Principal, AP, ISs, and classroom teachers	By benchmark, Goliad will increase Meets rate to 33%.				
Problem Statements: Student Achievement 1, 2							
							

Performance Objective 5 Problem Statements:



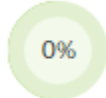

Student Achievement
Problem Statement 1: Goliad continues to score below the state target in the area of student achievement in all areas. Goliad met 2 of the 14 targets in student achievement. Root Cause 1: Lack of effective Tier I instruction and student application.
Problem Statement 2: Economically disadvantaged and African American students scored below other subgroups. Root Cause 2: Lack of effective Tier I instruction and targeted intervention based on sub group data.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Goliad retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

Evaluation Data Source(s) 6: District PEIMS Retention Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) RTI meetings will be held every 3 weeks to ensure needs of all students are being met. Provide intervention as necessary. Progress report will be sent home every 3 weeks.	2.4, 2.5, 2.6	Classroom teachers, administrators, counselor	Retention rates across grade levels will be below 0.1% by the end of the 2020 school year.				
Problem Statements: Demographics 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.
Student Achievement
Problem Statement 4: 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 4: High turnover rate of leadership and teachers. and student mobility rates.
School Culture and Climate
Problem Statement 1: 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 1: High turnover rate of leadership and teachers. and student mobility rates.

Staff Quality, Recruitment, and Retention

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Curriculum, Instruction, and Assessment

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Demographics

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Student Academic Achievement


Problem Statement 3: 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 3:** High turnover rate of leadership and teachers. and student mobility rates.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Goliad student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Goliad office staff will call the parent of each students daily and document the call in eduphoria. After 3 absences, the attendance clerk will call the parents and document the call in eduphoria. After 5 absences, the teacher will call the parents and document the call in eduphoria. After 7 absences, an administrator will meet with the parent and complete a growth plan.	2.5, 2.6	Office Staff, Counselor, Administrators, classroom teachers	Increased parent contact with parents will lead to fewer absences for reasons other than student illness. Student attendance rate will increase to at least 95.7% by the end of the 19-20 school year.				
Problem Statements: Demographics 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3							
2) Each month, the class from each grade level with the highest percentage of attendance will be awarded a special treat of the month. Students will be recognized in morning assembly and on social media.		Office Staff, Counselor, Administrators	Students and families will be encouraged to attend school every day they are well, increasing our attendance rate for the year.				
							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.

Student Achievement

Problem Statement 4: 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 4:** High turnover rate of leadership and teachers. and student mobility rates.

School Culture and Climate

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Staff Quality, Recruitment, and Retention

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Curriculum, Instruction, and Assessment

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Demographics

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Student Academic Achievement


Problem Statement 3: 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 3:** High turnover rate of leadership and teachers. and student mobility rates.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

Evaluation Data Source(s) 8: FitnessGram Annual Report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All students will participate in daily recess a minimum of 15 minutes.	2.5	Teachers, Staff	Students will be physically active during the school day in addition to PE scheduled time.				
Problem Statements: Demographics 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3							
2) Goliad's coach will offer after school sports through the duration of the school year. A Run Club has been established at Goliad to promote health and wellness.		Principals, Coach,	All physical activity elements will be met by the end of the 19-20 school year.				
3) Goliad's students will attend PE 4 times a week for 45 minutes each day.		Principal, AP, Coach, PE Aide, teachers	Students will be actively engaged doing physical activity and meeting minimum fitness level expectations by the end of the 19-20 school year.				
							

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.
Student Achievement
Problem Statement 4: 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 4: High turnover rate of leadership and teachers. and student mobility rates.

School Culture and Climate

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Staff Quality, Recruitment, and Retention

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Curriculum, Instruction, and Assessment

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Demographics

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Student Academic Achievement

Problem Statement 3: 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 3:** High turnover rate of leadership and teachers. and student mobility rates.

Goal 1: Goliad will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%

TELPAS Advanced High Level from 9.9% to 14.9%

Evaluation Data Source(s) 9: TELPAS ratings 2020

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) One-way dual language program will be implemented with fidelity in grades K&1.	2.4, 2.5, 2.6	Bilingual Teachers and Administrators	Bilingual students speaking, listening, reading and writing proficiency levels will increase at the end of the year.				
	Problem Statements: Student Achievement 1, 3						
2) The bilingual linguistic sequence will be implemented and monitored with fidelity in grades 2-5th.	2.4, 2.5, 2.6	Bilingual teachers and administrators	Bilingual students' understanding of English will increase during the year. Students in grades 2-5 will show an increase in English reading level as measured by Istation and TELPAS.				
3) EL students will be administered Istation in English and Spanish BOY, MOY & EOY to measure students growth in English proficiency levels in reading.	2.4, 2.5, 2.6	Bilingual Teachers and Administrators	Bilingual students' understanding of English will increase during the year. Students in grades 2-5 will show an increase in English reading level as measured by Istation and TELPAS.				
	Problem Statements: Student Achievement 3						
4) The LPAC committee will meet quarterly to discuss the progress of each student and determine needed interventions.	2.4	Bilingual Teachers, Administrators	The needs of all EL students will be met and their English Proficiency as measured by TELPAS will increase by the end of the school year.				
5) Students will practice on a regular basis speaking and recording their responses in English. Teachers will document in lesson plans activity that illustrates speaking and writing in English.	2.4	Bilingual Teachers, Administrators	The needs of all EL students will be met and their English Proficiency as measured by TELPAS will increase by the end of the school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Performance Objective 9 Problem Statements:

Student Achievement
<p>Problem Statement 1: Goliad continues to score below the state target in the area of student achievement in all areas. Goliad met 2 of the 14 targets in student achievement. Root Cause 1: Lack of effective Tier I instruction and student application.</p>
<p>Problem Statement 3: Reading and Writing continue to be the lowest performing areas. 57 % of students met approaches in Reading and 39% met approaches in Writing. Root Cause 3: Lack of content knowledge and how to effectively use data to drive instruction to meet students' need to achieve maximum student growth.</p>

Goal 2: Goliad will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.


Performance Objective 1: By May 2021, the Goliad's teacher turnover rate will decrease from 18.6% to 16% (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR

System Data

Exit Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Goliad will continue to encourage long term substitutes to obtain teacher certification	2.4	Principal, AP	Reduce teacher vacancies by at least by the end of the 19/20 school year.				
	Problem Statements: Demographics 1, 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3						
2) New teachers and teachers with less than 3 years of experience will be mentored by a veteran teacher, the Instructional Specialist, or an administrator. Mentoring will include coaching, TEK study and lesson planning.	2.4	Admin, mentors, ISs	New teachers will be supported and able to implement quality instruction.				
	Problem Statements: Demographics 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Inconsistent lesson design and delivery and targeted tiered instruction due to high mobility rate of teachers and students. Root Cause 1: Goliad's turnover rate continues to be high along with the student mobility rate which was 20.7%. 50% of students were new to Goliad last year due to rezoning.
Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.

Student Achievement

Problem Statement 4: 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 4:** High turnover rate of leadership and teachers. and student mobility rates.

School Culture and Climate

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Staff Quality, Recruitment, and Retention

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Problem Statement 1: Teacher shortage continues to be an issue for the district making an impact on recruiting and teacher retention at Goliad. **Root Cause 1:** Cost of living in Odessa is too expensive due to thriving oil production.

Curriculum, Instruction, and Assessment

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Demographics

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Student Academic Achievement

Problem Statement 3: 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 3:** High turnover rate of leadership and teachers. and student mobility rates.


Goal 2: Goliad will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: Goliad will reduce teacher vacancies from 14 to 7 by May 2020.

Evaluation Data Source(s) 2:

TAPR Report - Retention

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Goliad will continue to encourage long term substitutes to obtain teacher certification.	2.4	Principal, AP	Reduce teacher vacancies by at least by the end of the 19/20 school year.				
							

Goal 3: Goliad will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Parent communication will be provided in English and Spanish so parents are aware of events taking place at school.

Evaluation Data Source(s) 1: Sign in sheets
Artifacts from trainings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All written communication that goes home will be in English and Spanish.	3.1	Principal, AP	All parents will have communication from home in a language that they understand.				
2)) A school event will be held monthly to engage parents in the school setting.	3.1, 3.2	Principal, AP, classroom teachers	All families will have opportunities to attend school to be exposed to learning that can take place at home.				
Problem Statements: Demographics 10 - Student Achievement 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.
Student Achievement
Problem Statement 4: 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 4: High turnover rate of leadership and teachers. and student mobility rates.

School Culture and Climate

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Staff Quality, Recruitment, and Retention

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Curriculum, Instruction, and Assessment

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Demographics

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Student Academic Achievement

Problem Statement 3: 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 3:** High turnover rate of leadership and teachers. and student mobility rates.

Goal 3: Goliad will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Engage all parents in at least three events during the 2019-2020 school year.

Evaluation Data Source(s) 2: Sign in sheets

Summative Evaluation 2:


Goal 3: Goliad will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.


Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Actively seek out community members to serve on the Goliad's CIT.		Admin	Increased community voice/input on campus decisions				
2) Teachers will update their campus web-pages weekly to ensure parents/community is getting the most current information	3.1	Admin	Posted weekly updates and usage reports				
3) Goliad will continue to encourage families and community members to follow our Facebook and Twitter page to provide input and be more involved.		Social media administrators	Increase number of positive family engagement from families and community members.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Goliad will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Conscious Discipline trainings will be offered to support the needs of students at various social/emotional levels of functioning in order to promote a safe climate where students will be successful. Special programs will be offered to support the unique needs of students at various social/emotional levels of functioning.

Evaluation Data Source(s) 1: Evidence from staff trainings, sign in sheets, program rosters, attendance data, completion and graduation rates.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Conscious Discipline training will be given at the beginning of the school year to help support the needs of students at various social/emotional levels.	2.4, 2.5, 2.6	Teachers, Administrators, Counselor	Decrease the number of student office referrals by at least 30% and increase student achievement to 70% by end of 19-20 school year.				
Problem Statements: Demographics 10 - Student Achievement 2, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Demographics 1 - Student Academic Achievement 3 Funding Sources: Title One School-wide - 4000.00							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 10: 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 10: High turnover rate of leadership and teachers. and student mobility rates.
Student Achievement
Problem Statement 4: 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 4: High turnover rate of leadership and teachers. and student mobility rates.
Problem Statement 2: Economically disadvantaged and African American students scored below other subgroups. Root Cause 2: Lack of effective Tier I instruction and targeted intervention based on sub group data.

School Culture and Climate

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Staff Quality, Recruitment, and Retention

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Curriculum, Instruction, and Assessment

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 2:** High turnover rate of leadership and teachers. and student mobility rates.

Demographics

Problem Statement 1: 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 1:** High turnover rate of leadership and teachers. and student mobility rates.

Student Academic Achievement

Problem Statement 3: 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 3:** High turnover rate of leadership and teachers. and student mobility rates.


Goal 4: Goliad will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Goliad will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Goliad will have a trained first responders committee to be available with a plan in case of emergency.		Nurse/Admin.	Trained staff and team will quickly respond in the case of an emergency situation.				
2) All staff will be trained in the new emergency response program SRP in order to be prepared to react in any emergency including lock-down, lock out and fire or weather hazard.		Admin.	Goliad will be prepared for any emergency situation.				
3) Safety drills will be done periodically and any issues will be reviewed and fixed.		Admin.	Goliad teams, staff, and students will be prepared in the event of an emergency.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 5: Goliad will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Administrator and CIT members will develop, review and approve campus improvement plan.		Campus Principal	Goliad's Campus improvement plan will be aligned to the district's plan by the end of August 2019.				

Goal 5: Goliad will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Goliad will continue to maintain as a one to one campus. One wireless device per student.

Evaluation Data Source(s) 2: Campus inventory and student enrollment.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Classroom teachers will implement strategies and applications to enhance lesson delivery on a regular basis.	2.4, 2.5	Classroom teachers and administrators	Increase student engagement and achievement through the use of tech tool and applications.				
Problem Statements: Student Achievement 1, 3 Funding Sources: Title One School-wide - 8000.00							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Goliad continues to score below the state target in the area of student achievement in all areas. Goliad met 2 of the 14 targets in student achievement. Root Cause 1: Lack of effective Tier I instruction and student application.
Problem Statement 3: Reading and Writing continue to be the lowest performing areas. 57 % of students met approaches in Reading and 39% met approaches in Writing. Root Cause 3: Lack of content knowledge and how to effectively use data to drive instruction to meet students' need to achieve maximum student growth.

Goal 5: Goliad will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Increase the use of parent portal activity from 20% to 80% by 2020.

Evaluation Data Source(s) 3: txConnect administrator reports.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teachers will demonstrate how to log in to parent portal during fall parent conferences.		classroom teachers, office staff	All parents will have immediate access to students grades and attendance. All parents of returning students will be able to register their child online using parent portal.				

Goal 5: Goliad will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 4: Goliad Elementary staff will use Facebook and Twitter applications to communicate with all stakeholders.

Evaluation Data Source(s) 4: Scheduled training with Christopher Bartlett on training for Facebook and Twitter for Goliad.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) Campus Twitter and Facebook applications will be updated regularly to share happenings in the school. Teachers will update Twitter accounts so that parents have the opportunity to see what is taking place in the classroom.		Principal, AP, classroom teachers	Parents will be informed of events taking place at school and get an inside look into what is taking place in the classroom.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


Goal 5: Goliad will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 5: Increase student/teacher use of technology through training on strategies to effectively target instruction through apps and technology programs.


Evaluation Data Source(s) 5: app/program usage/ walkthroughs

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Goliad's Technology specialist will provide professional learning once a month during PLC's.		Principal, AP, IS	Teachers will have new technology tools to use during instruction.				
2) 2) All teachers will use technology a minimum of twice per week.	2.4, 2.5, 2.6	Principal, AP, IS, classroom teachers	Students will be able to demonstrate their understanding of the curriculum using technology.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: Goliad will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Source(s) 1: Professional Development Plans


Summative Evaluation 1:

Goal 6: Goliad will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 2: Equitable and data driven budgeting will be utilized to determine priority for all spending options.

Evaluation Data Source(s) 2: Budgets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) Data will be utilized to determine the best course for spending when budgeting funds each year.	2.5	Adminstrator/secretary	Funds will be used to support student learning.				
							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Goliad's CIT will meet to review and approved the CNA by August 15, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed and by the CIT members. Members of our CIT include, teachers, administrators, special area teacher, parent and community members.

2.2: Regular monitoring and revision

CiT will monitor and review the CIP at scheduled CIT meetings. Quarterly meetings will be held to monitor progress in October, December, March and May.

2.3: Available to parents and community in an understandable format and language

A copy of the Campus Improvement Plan will be available upon request. The CIP will be available in parent's native language if requested.

English and Spanish will be posted on Goliad's homepage.

2.4: Opportunities for all children to meet State standards

Title I funds will be used to purchase materials, resources, technology and professional development to enhance the learning of all students.

2.5: Increased learning time and well-rounded education

Teachers will maximize learning time during whole group and small group instruction.

Title I funds will be used to purchase materials for intervention so all students show growth and meet state standards.

2.6: Address needs of all students, particularly at-risk

CIT has made a recommendation to purchase remediation tools from Mentoring Minds and Forde-Ferried for ELAR, Math and Science. Conscious Discipline training conducted during Back to School PD provided to enhance meeting the needs of all students. Depth of Knowledge professional development will take place in the fall to provide teachers strategies to enhance student learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Engagement Policy will be distributed to parents in English and Spanish. Feedback will be requested from parents at the end of the school year. Parent Engagement funds will be used to purchase resources for planned parent engagement activities.

3.2: Offer flexible number of parent involvement meetings

Goliad Elementary will offer a flexible number of opportunities for parent engagement meetings such as morning, lunch, afternoon and late evening times.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Cristabel Gonzales	Principal
Administrator	Nora Gonzalez	Assistant Principal
Classroom Teacher	Leslianne Prince	First Grade Teacher
Classroom Teacher	Lizbeth Jimenez	2nd Grade Teacher
Classroom Teacher	Jeannette Ortiz	Coach
Classroom Teacher	Danielle Mendoza	4th Grade Teacher
Parent	Chelsea Nixon	Parent
Community Representative	Mike Atkins	Community Rep
Classroom Teacher	Dane Mahan	Kindergarten Teacher
Classroom Teacher	Iza Marcrum	3rd Grade Teacher
Classroom Teacher	Raul Herrero	5th Grade Teacher

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention for Reading, Science, Writing and Math		\$10,000.00
4	1	1			\$4,000.00
5	2	1			\$8,000.00
Sub-Total					\$22,000.00
Grand Total					\$22,000.00