

Ector County Independent School District

Goliad Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Mission

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

Vision

Vision

Goliad will provide a positive learning environment where students will engage in new learning experiences that are necessary, appropriate, and challenging to enable them to become successful citizens.

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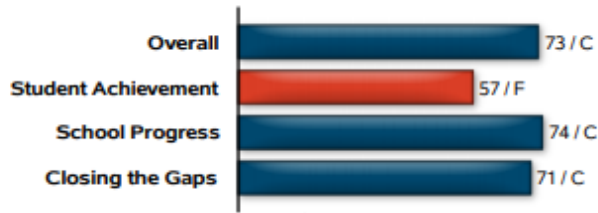
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Goliad Elementary serves the communities of Odessa and Ector County. Goliad serves PK-5th grade monolingual and bilingual students. In 2019 GOLIAD Elementary earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for GOLIAD Elementary. Scores are scaled from 0 to 100 to align with letter grades. 2020 & 2021 Accountability Rating: Not Rated: Declared State of Disaster.



TEA 2018-2019 Goliad Elementary School Report

Card

2020-2021 Enrollment

	16-17	17-18	18-19	19-20	20-21
Total	456	478	552	541	580
PK	0	0	0	0	44
Kinder	77	83	102	88	85

	16-17	17-18	18-19	19-20	20-21
1	65	78	92	93	86
2	81	58	80	97	95
3	70	84	85	79	83
4	95	71	101	79	91
5	68	104	92	106	96

Ethnic Distribution

	16-17	17-18	18-19	19-20	20-21
White	84	81	122	104	102
Hispanic	353	367	401	404	434
Black/AA	13	18	20	17	24
Asian	0	0	0	2	1
American Indian	0	3	3	2	1
Native Hawaiian/Pacific Islander	3	1	1	2	4
Two or More	3	8	5	10	14

Gender

16-17	17-18	18-19	19-20	20-21
				263 Female
				317 Male

Special Programs

	16-17	17-18	18-19	19-20	20-21
At Risk	274	2315	295	408	420
Eco Dis	347	338	412	435	474
LEP	103	96	112	114	134
Special Ed	40	47	52	62	71

	16-17	17-18	18-19	19-20	20-21
CTE	0	0	0	0	0
Bilingual Ed	95	90	99	34	97
ESL	8	5	6	3	4
Alternative Language	0	0	0	0	0
GT	25	25	24	24	18
Title I	455	478	552	541	580
Immigrant	8	2	0	3	2
Migrant	0	0	0	1	1
Military Connected	0	0	1	7	5
Foster Care	1	2	0	5	4
Homeless	18	37	18	34	26
Dyslexia	8	6	8	10	12

Attendance Rates

16-17	17-18	18-19	19-20	20-21
94.3	93.1	94.7	95.4	93.1%

Special Education Percentages

16-17	17-18	18-19	19-20	20-21
8.77%	9.83%	9.42%	11.46%	10.83%

EL Percentages

16-17	17-18	18-19	19-20	20-21
22.59%	20.08%	20.29%	21.07%	22.82%

Economic Disadvantage Rates

16-17 17-18 18-19 19-20 20-21
76.10% 70.71% 74.64% 80.41% 81.72%

Staff Retention Rates Goliad Elementary

17-18 18-19 19-20 20-21
76.67% 50.0% 50.0% 71.4%

Student Retention Campus Rate

17-18 18-19 19-20 20-21
2.0 1.81% 0.37% .21%

Teachers Year of Experience

	16-17	17-18	18-19	19-20	20-21
Beginning	5 Teachers	2.1	7.2	14	11.9 34.2%
1-5 Years	10	8.9	8.1	7.1	3.5 10.1%
6-10 Years	4	4.8	6.1	2	5.1 14.7%
11-20 Years	6.1	5.8	3.6	4.9	9.3 26.7%
Over 20 Years	7.1	8.2	8.1	5	5 14.4%

Student Mobility Rate

16-17 17-18 18-19 19-20 20-21
21.80% 17.69 % 17.56% 18.95% 29.13%

97 students 69 students 88 students 94 students 141 students

Panorama School Connectedness

Student Surveys 3-5th

Fall 2020 Spring 2021 Change
73% 75% +2

Student Discipline Referrals

16-17 17-18 18-19 19-20 20-21

86 81 152 214 45

Demographics Strengths

Goliad's demographics continue to remain constant over the last 5 years. During the 20-21 school year, Goliad was successful in adding a PK program where 44 Pre-K students were served. Goliad increased the teacher retention from 50% to 71.4% in 2021. Results of the Spring 2021 Panorama Student Survey for School Connectedness resulted at 75%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 44% of Goliad teachers have 5 years or less experience. **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 2 (Prioritized): Student attendance rate is 93.1% which is below district and state averages. **Root Cause:** Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than state and district averages.

Problem Statement 3 (Prioritized): Student mobility rate is 29% which significantly impacts student academic progress and performance and school accountability.

Student Learning

Student Learning Summary

20-21 STAAR Goliad Elementary

3-5th 230 students Approaches Meets Masters

All subjects	42.74%	18.23%	6.77%
Reading	42.17	20.43	10.87
Math	44.78	18.26	6.09
Writing 76 students	28.95	7.89	0.0
Science 84 students	51.19	21.43	3.57

3rd Grade

3rd Grade 70 students Approaches Meets Masters

Reading	44.29	15.71	8.57	Goal by 2024 3rd grade 45%Meets standard
Math	44.29	7.14	2.86	

4th Grade

4th Grade 76 students Approaches Meets Masters

Reading	31.03	12.07	1.72
Math	39.47	25.86	12.07
Writing	28.95	7.89	0.0

5th Grade

5th Grade 84 students Approaches Meets Masters

Reading	50.0	26.19	14.29
Math	50.0	28.57	8.33

5th Grade 84 students Approaches Meets Masters

Science 51.19 21.43 3.57



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Ector County ISD

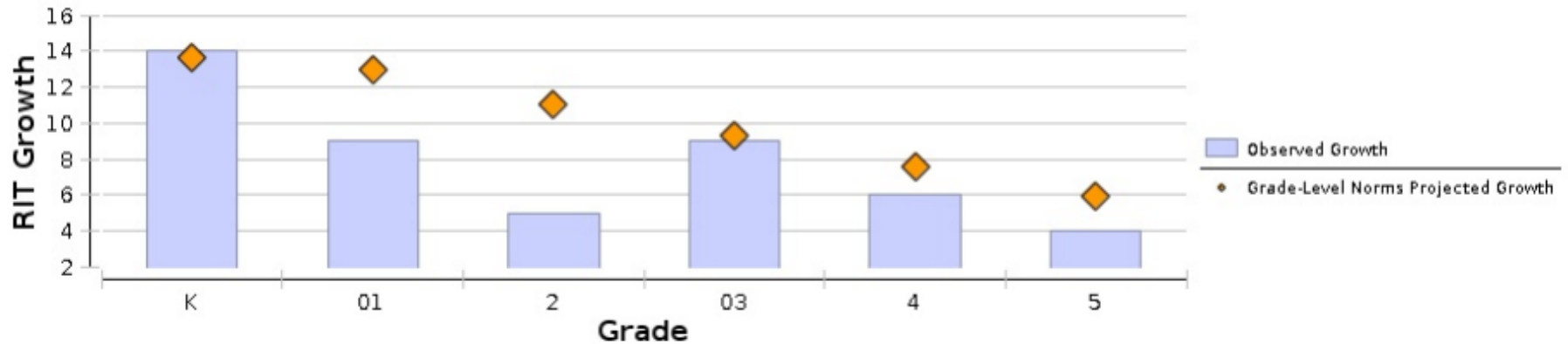
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

GOLIAD ELEMENTARY SCHOOL

Language Arts:
Reading

Grade (Spring 2021)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Growth Percentile	
K	45	136.6	7.8	45	150.8	10.7	50	14	1.3	13.6	0.28	61	45	24	53	57	
01	55	155.4	13.4	41	164.7	9.3	21	9	1.8	13.0	-1.79	4	55	25	45	34	
2	56	164.7	14.9	10	169.3	12.5	2	5	1.5	11.1	-3.15	1	56	13	23	15	
03	64	179.5	18.2	14	188.7	16.0	14	9	1.3	9.3	-0.08	47	64	31	48	39	
4	62	186.8	17.0	8	193.1	17.3	6	6	1.4	7.6	-0.75	23	62	26	42	43	
5	76	199.0	17.9	21	202.6	16.4	13	4	1.2	5.9	-1.42	8	76	30	39	32	

Language Arts: Reading

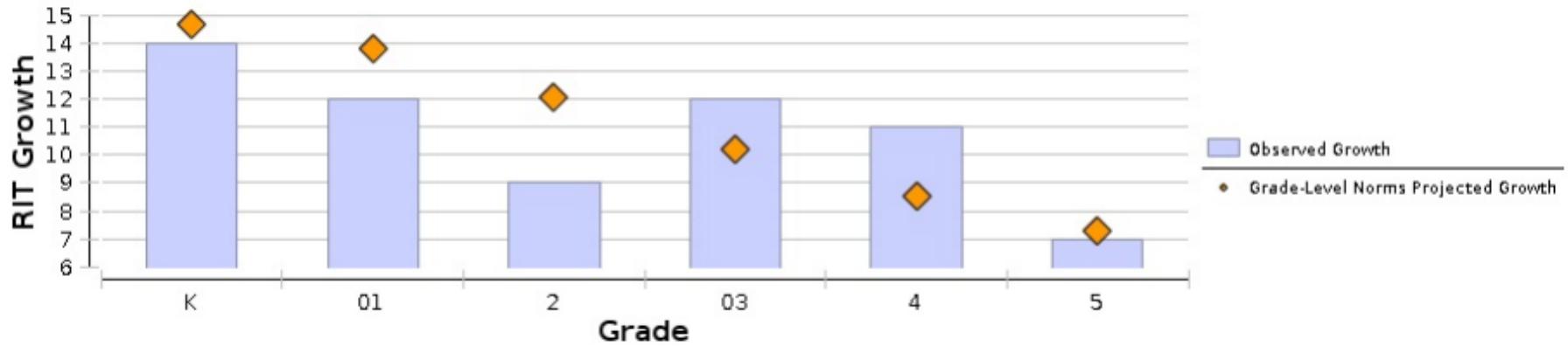


GOLIAD ELEMENTARY SCHOOL

Math: Math K-12

Grade (Spring 2021)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Media Conditional Growth Percent
K	69	139.3	15.3	43	153.6	12.6	40	14	1.7	14.7	-0.20	42	69	41	59	66
01	67	157.8	14.2	31	169.7	9.9	22	12	1.9	13.8	-0.90	18	67	37	55	55
2	74	169.3	15.7	14	178.6	14.0	7	9	1.5	12.0	-1.48	7	74	32	43	43
03	62	180.3	13.5	7	192.3	14.2	13	12	1.0	10.2	1.05	85	62	39	63	60
4	61	189.0	14.7	5	199.5	17.4	9	11	0.9	8.5	1.23	89	61	37	61	61
5	78	201.8	16.0	15	208.5	17.0	14	7	0.8	7.3	-0.32	37	78	38	49	44

Math: Math K-12



GOLIAD ELEMENTARY SCHOOL TELPAS 2021

Total Students	15	16	17	15	18	17	-	-	-	-	-	-	-	-	-	-	-	-	-	50	
Total met progress	8	4	10	4	14	9															32
% met progress	53%	25%	59%	27%	78%	53%															64.0%

Student Learning Strengths

1. Spring 2021 Panorama Student Survey for School Connectedness resulted at 75%.
2. Kindergarten students in reading made grade level projected growth in reading based on MAP.
3. 3rd and 4th grade students made grade level projected growth on the Math MAP assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than half of Goliad's Kinder-5th grade students met their projected BOY to EOY reading and math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** Goliad did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 2 (Prioritized): 20% of all students are achieving at the meets grade level standard in Reading STAAR 2021. **Root Cause:** Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 3 (Prioritized): 18% of all students are achieving at the meets grade level standard in Math STAAR 2021.. **Root Cause:** Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Goliad utilizes the district's curriculum, approved resources in addition to the TEKS to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT and SPED services. Students in 4th and 5th grade use AVID strategies. Imagine Math, Short Cycle Assessments, CogAT, Circle, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress. SEL resources help enrich and provide supports. These resources help ensure we meet the needs of our students. Formative assessments are used in the classroom and District assessments are also administered to assess and monitor student progress.

Technology is integrated through the use of district-approved programs. All K-5 students are required to complete a minimum number of lessons weekly on Imagine Math and complete a minimum number of minutes in Imagine Language and Literacy, and Imagine Math Facts. Other online programs such as K-5 Summit and Flocabulary help enrich instruction and support students. A technology specialist assists with providing teachers with technology training and resources.

A master schedule has been created to allow for a 45 minute conference period with an additional 45 minute planning once a week. PLCs are held once a week that are data driven and Relay practices and protocols are established and expected.

School Context and Organization

Goliad Elementary has an average of 540 students with 30 classroom teachers, 1 PE teacher, 1 Music Teacher, 1 Special Education Teacher, 1 reading coach, instructional specialist, dyslexia teacher, counselor and a library clerk. This year average will be 4 classrooms per grade level, 3 monolingual and 1 bilingual. Pre-Kindergarten will host one monolingual and one bilingual teacher. Programs currently operating at Goliad include serving PK-5th grade students, programs such as, dyslexia/504, Special Education, bilingual, Gifted and Talented, and after-school athletics.

Goliad will be an Opportunity Culture campus for 2021-2022. The campus will have an MCL I in 2nd grade, 3rd grade and 4 grade. Two teacher residents will assist the MCLs on campus. The teacher residents provide a pipeline of future teacher candidates for the campus. The goal of Opportunity Culture is to reach more students with excellent teachers. Goliad will also serve as a student teaching site for UTPB. Hosting student teachers will also be a pipeline for teacher

candidates for the campus.

Goliad Elementary is fortunate to partner with Communities in Schools for the 21-22 school year. Goliad's CIS Coordinator will provide resources and support to our students and families. The CIS coordinator will be available to provide small group tutoring, hold parent involvement activities, support a college readiness environment, and provide critical resources to our families.

Relay DDI processes and playbooks are implemented to create and implement effective data processes, whole system routines and procedures. CHAMPS is also implemented for consistent routines and procedures to provide a safe and productive environment.

Recruit/Support/Retain

With the implementation of Opportunity Culture, we will grow and empower teachers and future leaders. Our goal is to also retain teacher residents and student teachers for future vacancies on campus.

School Processes & Programs Strengths

Curriculum and Instruction

Goliad will follow the district's curriculum with fidelity. Personalized professional development is provided as needed for teachers. DDI process is the focus for PLCs after each SCA, MAP and district benchmarks.

School Context and Organization

1. Weekly PLCs are conducted.
2. Relay "Playbook" for routines and procedures is effectively implemented and has reduced number of office referrals. Consistent expectations for students, staff and administrators.
3. CHAMPS implemented school-wide.
4. One to one technology campus-wide.

5. Seesaw effectively implemented and used for all PK-2nd students and Google Classroom for all 3-5th grade students.

Recruit/Support/Retain

Goliad highly qualified/certified teachers has greatly increased and Goliad will begin the 21-22 school year with only one teacher not certified. Teacher retention has improved from 50 to 70 percent.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Problem Statement 2: Focused and effective intervention time for students is inconsistent across campus. **Root Cause:** Lack of teacher experience in developing intervention lessons and classroom systems that are consistent and effective.

Perceptions

Perceptions Summary

Panorama

Title I surveys

Parent surveys

problem statement

Perceptions Strengths

Panorama

Title I surveys

Parent surveys

problem statement

Priority Problem Statements

Problem Statement 22: Student mobility rate is 29% which significantly impacts student academic progress and performance and school accountability.

Root Cause 22:

Problem Statement 22 Areas: Demographics

Problem Statement 23: Student attendance rate is 93.1% which is below district and state averages.

Root Cause 23: Social emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than state and district averages.

Problem Statement 23 Areas: Demographics

Problem Statement 24: 44% of Goliad teachers have 5 years or less experience.

Root Cause 24: Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 24 Areas: Demographics

Problem Statement 25: Less than half of Goliad's Kinder-5th grade students met their projected BOY to EOY reading and math growth targets as measured by the 2021 NWEA MAP Assessment.

Root Cause 25: Goliad did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 25 Areas: Student Learning

Problem Statement 26: 20% of all students are achieving at the meets grade level standard in Reading STAAR 2021.

Root Cause 26: Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 26 Areas: Student Learning

Problem Statement 27: 18% of all students are achieving at the meets grade level standard in Math STAAR 2021..

Root Cause 27: Goliad has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 27 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

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
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback





Goals

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

Performance Objective 1: Goliad's annual student attendance will increase from 93.1% in 2021 to 94.5% in 2022.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Parent communication required expectation of student attendance outlined in district policy. Strategy's Expected Result/Impact: Goliad weekly attendance report will be reviewed by AP and clerk. Staff will follow necessary steps and documentation to improve attendance. Staff Responsible for Monitoring: Principal AP Clerk Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff training on procedures for attendance documentation in Eduphoria and attendance committee will review every 3 weeks. Strategy's Expected Result/Impact: Attendance committee will review and make appropriate contacts to improve student attendance. Intervention pieces will be placed and monitored. Staff Responsible for Monitoring: Administrators Clerk Teachers Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Parent Contacts/contracts conducted by designated personnel in a timely manner within one week of needed contact or contract.</p> <p>Strategy's Expected Result/Impact: Improve student attendance each week.</p> <p>Staff Responsible for Monitoring: Administrators Clerk Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Attendance incentives for students every month.</p> <p>Strategy's Expected Result/Impact: Improve student attendance to be at or above state average.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with effective Tier I instruction that is relevant and appropriate for diverse learners in the classroom setting.</p> <p>Strategy's Expected Result/Impact: Improvement in student growth in all grades and subjects.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Coach, and Dyslexia teacher will provide intense, targeted small group instruction to meet student academic needs.</p> <p>Strategy's Expected Result/Impact: Monitor student progress monthly. Improve student growth.</p> <p>Staff Responsible for Monitoring: Admin, teachers, reading coaches, and dyslexia teacher and counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Coaches and dyslexia teacher - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all.</p> <p>Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Platform.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: technology devices such as Ipads, laptops, microphones, headphones, - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Goliad will provide a school wide platform, Seesaw Plus, for all grades PK-5th grade to engage all staff, students and families with remote and in school learning.</p> <p>Strategy's Expected Result/Impact: An effective and consistent platform to deliver instruction, communication and accountability for students, parents and teachers.</p> <p>Staff Responsible for Monitoring: School staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: School Wide Digital applications - Title One School-wide - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will complete all required ethics, safe schools training, trauma, sexual harassment training and other district required training.</p> <p>Strategy's Expected Result/Impact: A safe and supportive environment.</p> <p>Staff Responsible for Monitoring: Principals and Leadership Team Classroom Teachers and Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Goliad will establish school wide systems, routines and expectations through the use of Relay, Conscious Discipline, CHAMPS, and AVID strategies.</p> <p>Strategy's Expected Result/Impact: Provide a safe and supportive environment for staff and teachers.</p> <p>Staff Responsible for Monitoring: Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Conscious Discipline Resources - Title One School-wide - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-5 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.</p> <p>Strategy's Expected Result/Impact: Students will develop social emotional skills and learn how to self-regulate their emotions. Teachers will develop strategies to reinforce in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Classroom Teachers and aides</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselor will provide guidance lessons twice a month and implement programs to include bullying prevention at least twice a year.</p> <p>Strategy's Expected Result/Impact: Preventive measure established and implemented to prevent bullying. Students will know how to find help from an adult if they are being bullied.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers and Counselor</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.</p> <p>Strategy's Expected Result/Impact: Administrators and counselor will train staff on suicide prevention response procedures. All staff will take immediate action when a situation arises.</p> <p>Staff Responsible for Monitoring: All Staff Administrators SAS Counselor and School Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. Committee will review quarterly to examine data and make needed recommendations for changes.</p> <p>Strategy's Expected Result/Impact: Discipline referrals, OSS and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 1: Goal 1: Foundational Excellence: Goliad will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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

Evaluation Data Sources: Parent Survey Responses, Community Partnership documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Improvement Team will include required members who will meet a minimum of 4 times a year.</p> <p>Strategy's Expected Result/Impact: CIT will be aligned with mandated representation. Review and monitor campus plan, vision and goals.</p> <p>Staff Responsible for Monitoring: Administrators and CIT</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Goliad will conduct at least two parent engagement trainings per school year.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement to help support student achievement.</p> <p>Staff Responsible for Monitoring: Administrators CIT Counselor</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Resources/materials needed for family engagement trainings. - Title One School-wide - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly campus newsletters will be published via Smore will be sent through Seesaw to families. Weekly campus newsletter published via Smore will be sent via email to staff.</p> <p>Strategy's Expected Result/Impact: School staff and families will have timely information about school activities and learning goals.</p> <p>Staff Responsible for Monitoring: Principal AP Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Goliad will maintain current school partnerships and will establish at least two additional community partners. Strategy's Expected Result/Impact: Increase current community partners from 2 to 4. Staff Responsible for Monitoring: ILT CIT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





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

Evaluation Data Sources: Attendance and PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement universal free feeding to all elementary students.</p> <p>Strategy's Expected Result/Impact: All students will have access to free breakfast and lunch daily.</p> <p>Staff Responsible for Monitoring: Cafeteria Manager/Staff Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





Performance Objective 7: Goliad will build awareness and commitment to implement and integrate SEL initiatives.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will engage in professional learning about SEL research and practice. Strategy's Expected Result/Impact: Counselor will conduct training at least three times a year on SEL curriculum. Staff Responsible for Monitoring: Counselor Admin Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will embed SEL strategies daily into their lesson plans and counselor will conduct SEL lesson in classrooms twice a month. Strategy's Expected Result/Impact: Students will apply SEL strategies to help self-regulate their emotions. Staff Responsible for Monitoring: Counselor Admin Teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Goliad will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements. Strategy's Expected Result/Impact: Reduce the number of in- school and out of school infractions. Reduce the disproportional statistics of student discipline consequences by sub-population. Staff Responsible for Monitoring: Principal Discipline Management Committee Assistant Principal Counselor Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 71.4% in 2021 to 76.4% in 2022





Evaluation Data Sources: walk-throughs, data, surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Relay coaching will be implemented by instructional leaders through the use of observation and coaching in order to identify areas of instructional need and teacher growth.</p> <p>Strategy's Expected Result/Impact: Grow highly effective teachers that result in student performance Support teacher growth</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2021-202, Goliad Elementary School will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: surveys, feed-back and walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will conduct a minimum of 5 documented walk-throughs and provide immediate feedback to support teachers.</p> <p>Strategy's Expected Result/Impact: Improved learning time Improve effective teacher planning and delivery Improve student achievement</p> <p>Staff Responsible for Monitoring: Leadership Team and principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Google Forms will be used twice a month to gather feedback and evidence from teachers in order provide personalized professional development.</p> <p>Strategy's Expected Result/Impact: Improve instruction and learning. Increase teachers' content knowledge and expertise for effective and rigorous lesson delivery.</p> <p>Staff Responsible for Monitoring: Leadership and admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Goliad will implement Opportunity Culture to reach more students with highly, effective certified teachers.

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring</p> <p>Strategy's Expected Result/Impact: Increase student learning and progress each time MAP assessment is administered.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers Reading Coach and IS</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path</p> <p>Strategy's Expected Result/Impact: Increased effective lesson planning, lesson delivery, focused intervention and student progress measures in established and monitoring.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 16% (2021 STAAR) to 28% as measured by the 2022 STAAR assessment and 3rd grade reading meets level will increase from 7% percent to 28% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: Short cycle assessments, district benchmarks, 2022 STAAR, MAP assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction</p> <p>Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level from 33 to 37%</p> <p>Staff Responsible for Monitoring: Teachers and leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards</p> <p>Strategy's Expected Result/Impact: Increase meets from 33 to 37 percent.</p> <p>Staff Responsible for Monitoring: Teachers and leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 4th grade math "Meets" percentages will increase from 12% (2021 STAAR) to 30% and 4th grade reading "Meets" percentages will increase from 25% to 30% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .</p> <p>Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards.</p> <p>Strategy's Expected Result/Impact: Meet from 37% to 41%</p> <p>Staff Responsible for Monitoring: Teachers and leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilization of additional resources such Dyna Notes, Mentoring Minds and Learning Without Teachers will be used to provide additional targeted intervention.</p> <p>Strategy's Expected Result/Impact: Improve overall student achievement in reading, math and science.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Tiered resources for targeted intervention from Mentoring Minds, DynaNotes, Learning Without Tears and Forde-Ferrier - Title One School-wide - \$8,000</p>	Formative			Summative
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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: 5th grade math "Meets" percentages will increase from 28% (2021 STAAR) to 32% and 5th grade reading "Meets" percentages will increase from 26% to 32% as measured by the 2021 STAAR assessment.





Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .</p> <p>Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards.</p> <p>Strategy's Expected Result/Impact: Meet from 35% to 39%</p> <p>Staff Responsible for Monitoring: Teachers and leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: 5th grade science "Meets" percentages will increase from 21% (2021 STAAR) to 30% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .</p> <p>Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Goliad will follow all the districts mandated science programs and curriculum, adhere to scope and sequence and state standards.</p> <p>Strategy's Expected Result/Impact: Meet from 29% to 33%</p> <p>Staff Responsible for Monitoring: Teachers and leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: The percentage of students that Met Standard on all subjects/grades tested will increase from 42.74% (2021 STAAR) to 63% as measured by the 2022 STAAR assessment.





Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .</p> <p>Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Kinder-2nd grade students will show progress from BOY, MOY and EOY Map assessment. By the end of the school year 60 percent of K-2nd students will meet RIT growth standard.





Evaluation Data Sources: short cycle assessments, district benchmarks and 2022 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .</p> <p>Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Pre-Kinder students will make progress at each benchmark. By the end of the 21- 2022 school year, 80 percent of PK students will be on grade level based on Circle assessment.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor student progress, use data driven instruction processes and provide targeted intervention when needed.</p> <p>Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level</p> <p>Staff Responsible for Monitoring: Teachers and Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

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

Addendums