# Ector County Independent School District

# Goliad Elementary

# 2025-2026 Campus Improvement Plan

**Accountability Rating: C**

# Mission Statement

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

# Vision

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

# Value Statement

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

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Goliad serves students from K through 5th grade, both monolingual and bilingual. Goliad provides dual-language one-way and ESL services to our EB students. Goliad also offers Gifted and Talented (G.T.) and Special Education (SpEd) services for students who qualify. All students are offered music, physical education, and library. Goliad is a school-wide Title 1 school that served 565 students in 2025.

The demographics at Goliad for the 2024-2025 school year were as follows:

White - 14%

Hispanic / Latino - 79.6%

African American - 3.1%

Asian - 0.2%

American Indian - 0.7%

Pacific Islander - 0.3%

Two or more races - 2.3%

Economically disadvantaged - 89.6%

Bilingual - 37%

Special Education - 15.04%

At risk - 68.8%

Homeless - 5.5%

Goliad Elementary serves K-5 students.

The school has a total of 25 classrooms :

2 kinder monolingual, one kinder bilingual

2 1st-grade monolingual, 1 1st-grade bilingual

3 2nd grade monolingual, 1 2nd grade bilingual

3   3rd grade monolingual, 2   3rd grade bilingual

3   4th grade monolingual, 2   4th grade bilingual and

3   5th grade monolingual, 1   5th grade bilingual.

**Demographics Strengths**

Goliad's enrollment has decreased from 616  students in 2023-2024  to 565 students by the end of the 24-25 school year

The special education population has increased from 62 students in the 2023-2024 academic year to 85 students in Fall 2024, accounting for 15.04% of our student body.

We serve a high population of economically disadvantaged and at-risk students, which allows our instructional staff to utilize a number of strategies to build not only academic strength but social-emotional wellness amongst the students.  The Economically Disadvantaged population has increased from  86.7% in 2023-2024 to 89.6% in 2024-2025.

Goliad provides dual-language one-way and ESL  services to our EB students. Our EB population in 24-25 was 209 students, 37 % of our population.

Attendance is at 92.9%

The ethnic distribution has been consistent, with Hispanic/Latino students comprising the largest population, at 490 students, or 79.6%.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our economically disadvantaged percentage is 89.6%, compared to the district average of 70%.
**Root Cause:** Neighborhoods with lower wages and a high renter cost burden. Families must prioritize meeting basic needs over academic achievement, which can result in lower engagement, inconsistent attendance, and limited support for learning at home.

# Student Achievement

**Student Achievement Summary**

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps.

In 2022 - 2023, Goliad Elementary was rated a "D" campus with a score of 69.
In 2023 -2024, Goliad Elementary was rated a "D" campus with a score of 61.
In 2024 - 2025, Goliad Elementary was rated a "C" campus with a score of 74

| STAAR 2024-2025 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Reading English | | | | Reading Spanish | | | |
| Grade | Approaches | Meets | Masters | Grade | Approaches | Meets | Masters |
| 3 | 67 | 32 | 3 | 3 | 54 | 14 | 8 |
| 4 | 72 | 20 | 1 | 4 | 66 | 52 | 21 |
| 5 | 61 | 47 | 18 | 5 | 94 | 61 | 22 |
| | | | | | | | |
| Math English | | | | Math Spanish | | | |
| Grade | Approaches | Meets | Masters | Grade | Approaches | Meets | Masters |
| 3 | 57 | 17 | 2 | 3 | 54 | 14 | 8 |
| 4 | 54 | 22 | 8 | 4 | 41 | 18 | 5 |
| 5 | 66 | 28 | 14 | 5 | 89 | 50 | 17 |
| | | | | | | | |

MAP GROWTH SUMMARY REPORT ATTACHED

Kinder had an observed growth of 0.9 with a 40% achievement percentile in Math, and 1.1 observed growth with a 4% achievement percentile in Reading.

1st grade had an observed growth of 1.3 with a 41% achievement percentile in Math and 1.5 observed growth with 13% achievement percentile in Reading.

2nd grade had an observed growth of 0.9 with a 39% achievement percentile in Math and 1.3 observed growth with 37% achievement percentile in Reading.

3rd grade had an observed growth of 0.9 with 51% achievement percentile in Math and 1.2 observed growth with 31% achievement percentile in Reading.

4th grade had an observed growth of 0.6 with 35% achievement percentile in Math and 1.0 observed growth with 26% achievement percentile in Reading.

5th grade had an observed growth of 0.8 with 49% achievement percentile in Math and 1.1 observed growth with 41% achievement percentile in Reading.

**Aggregate by School**

| | |
|---|---|
| **Term:** | Spring 2024-2025 |
| **District:** | Ector County ISD |

| | |
|---|---|
| **Norms Reference Data:** | 2025 Norms. |
| **Growth Comparison Period:** | Spring 2024 - Spring 2025 |
| **Weeks of Instruction:** | Start - 32 (Spring 2024) |
| | End - 32 (Spring 2025) |
| **Grouping:** | None |
| **Small Group Display:** | No |

## GOLIAD ELEMENTARY SCHOOL

Math: Math K-12

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Spring 2024 | | | Spring 2025 | | | | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2025) | Total Number of Growth Events‡ | 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 Conditional Growth Percentile |
| KG | 2 | * | | | * | | | * | | | | | * | | | |
| 01 | 76 | 160.8 | 12.8 | 70 | 173.5 | 15.4 | 41 | 13 | 1.3 | 17.5 | -1.18 | 12 | 76 | 29 | 38 | 34 |
| 02 | 75 | 178.0 | 14.2 | 68 | 185.5 | 13.0 | 39 | 8 | 0.9 | 13.0 | -1.29 | 10 | 75 | 22 | 29 | 31 |
| 03 | 82 | 187.2 | 10.3 | 48 | 199.0 | 10.9 | 51 | 12 | 0.9 | 12.1 | -0.06 | 48 | 82 | 44 | 54 | 51 |
| 04 | 95 | 196.8 | 14.4 | 41 | 205.1 | 15.5 | 35 | 8 | 0.6 | 11.2 | -0.54 | 29 | 95 | 36 | 38 | 34 |
| 05 | 79 | 204.2 | 16.9 | 31 | 214.8 | 18.3 | 49 | 11 | 0.8 | 7.3 | 0.66 | 74 | 79 | 57 | 72 | 68 |



Math: Math K-12

Aggregate by School

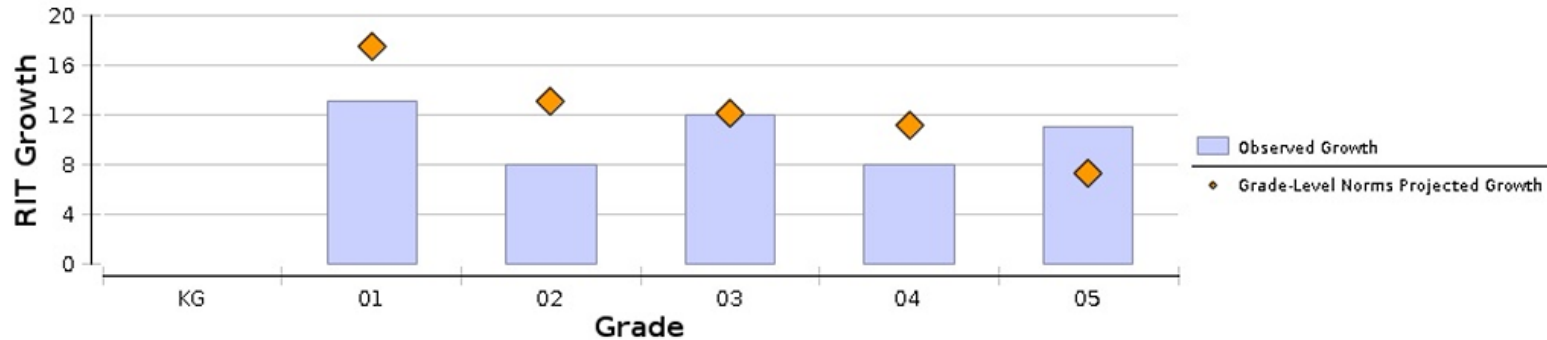| | |
|---|---|
| Term: | Spring 2024-2025 |
| District: | Ector County ISD |

| | |
|---|---|
| Norms Reference Data: | 2025 Norms. |
| Growth Comparison Period: | Spring 2024 - Spring 2025 |
| Weeks of Instruction: | Start - 32 (Spring 2024) |
| | End - 32 (Spring 2025) |
| Grouping: | None |
| Small Group Display: | No |

## GOLIAD ELEMENTARY SCHOOL

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Spring 2024 | | | Spring 2025 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2025) | Total Number of Growth Events‡ | 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 Conditional Growth Percentile |
| KG | 2 | * | | | * | | | * | | | | | * | | | |
| 01 | 76 | 151.4 | 9.5 | 46 | 159.9 | 14.8 | 13 | 8 | 1.5 | 16.4 | -1.73 | 4 | 76 | 22 | 29 | 23 |
| 02 | 76 | 163.4 | 14.3 | 27 | 178.7 | 15.8 | 37 | 15 | 1.3 | 14.4 | 0.20 | 58 | 76 | 38 | 50 | 48 |
| 03 | 82 | 179.0 | 13.8 | 39 | 188.8 | 15.1 | 31 | 10 | 1.2 | 12.6 | -0.53 | 30 | 82 | 32 | 39 | 38 |
| 04 | 95 | 187.1 | 17.1 | 24 | 196.0 | 17.1 | 26 | 9 | 1.0 | 9.3 | -0.09 | 47 | 95 | 42 | 44 | 44 |
| 05 | 80 | 191.8 | 18.8 | 13 | 205.5 | 16.9 | 41 | 14 | 1.1 | 8.1 | 1.19 | 88 | 80 | 61 | 76 | 75 |



Language Arts: Reading
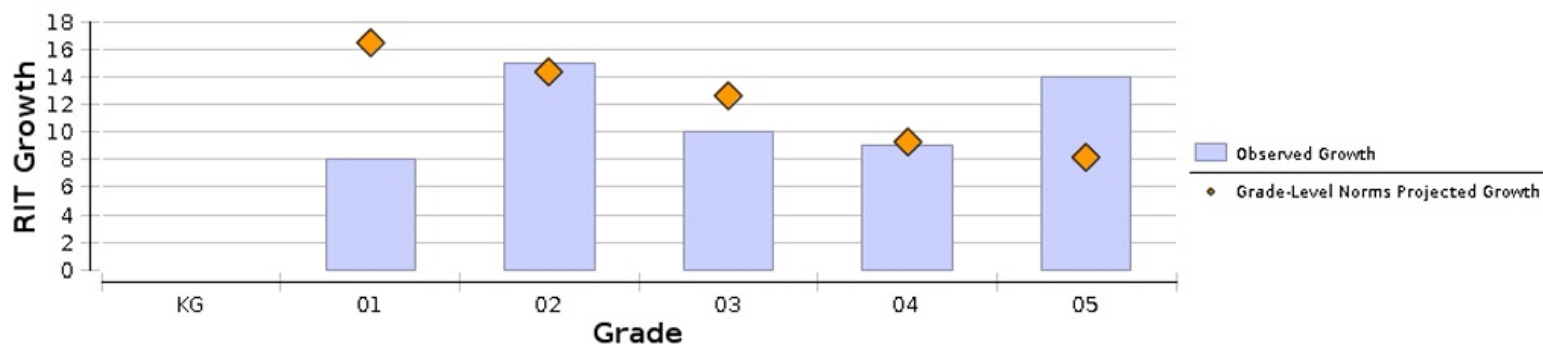
Aggregate by School

| | |
|---|---|
| Term: | Spring 2024-2025 |
| District: | Ector County ISD |

| | |
|---|---|
| Norms Reference Data: | 2025 Norms. |
| Growth Comparison Period: | Spring 2024 - Spring 2025 |
| Weeks of Instruction: | Start - 32 (Spring 2024) |
| | End - 32 (Spring 2025) |
| Grouping: | None |
| Small Group Display: | No |

## GOLIAD ELEMENTARY SCHOOL

Language Arts:
Reading (Spanish)

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Spring 2024 | | | Spring 2025 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2025) | Total Number of Growth Events‡ | 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 Conditional Growth Percentile |
| KG | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 01 | 21 | 168.4 | 8.7 | | 172.9 | 11.7 | | 5 | 3.0 | | | | 0 | | | |
| 02 | 24 | 171.0 | 12.7 | | 188.7 | 15.5 | | 18 | 1.8 | | | | 0 | | | |
| 03 | 30 | 194.9 | 10.4 | | 198.6 | 12.1 | | 4 | 1.3 | | | | 0 | | | |
| 04 | 32 | 193.0 | 17.3 | | 201.9 | 17.0 | | 9 | 1.1 | | | | 0 | | | |
| 05 | 25 | 203.6 | 11.8 | | 210.4 | 13.8 | | 7 | 1.1 | | | | 0 | | | |

### Language Arts: Reading (Spanish)
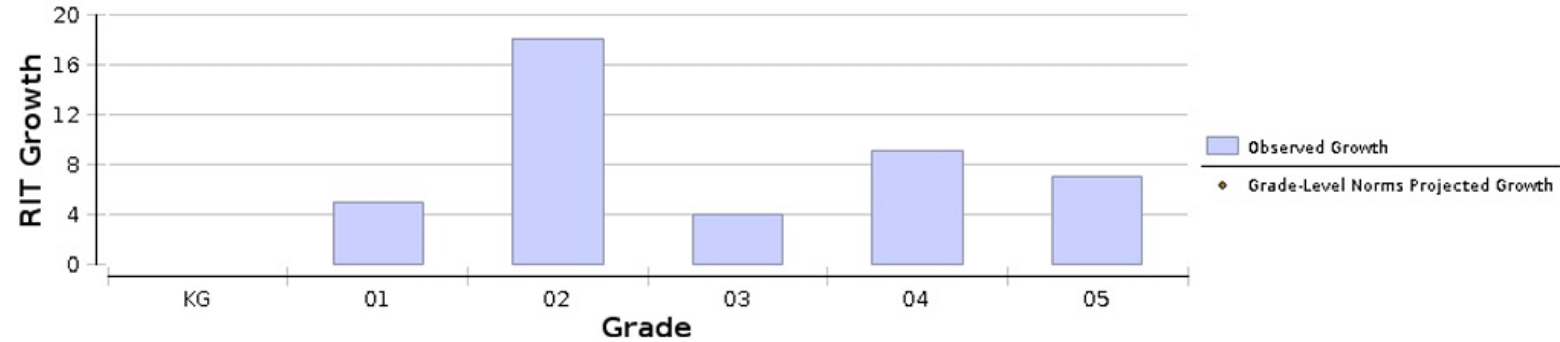


**Student Achievement Strengths**

2024-2025 STAAR scores

GOLIAD All Subjects: % Approaches  % Meets %  Masters

3rd RLA:    Approaches: 61%        Meets: 23%        Masters: 6%

3rd Math:  Approaches: 55.5%      Meets: 16%        Masters: 5%

4th RLA:    Approaches: % 69      Meets: 36%      Masters: 11%

4th Math:  Approaches: 48%        Meets: 20%        Masters: 7%

5th RLA:    Approaches: 76%        Meets: 54%        Masters: 20%

5th Math:  Approaches: 78%        Meets: 39%        Masters: 16%

5th Sci:     Approaches: 46%        Meets:  16%        Masters: 5%

**Problem Statements Identifying Student Achievement Needs**

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

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

# School Culture and Climate

**School Culture and Climate Summary**

For the 2024–2025 school year, Goliad Elementary has a projected enrollment of approximately **565 students**. Our staffing includes 25 classroom teachers, 1 PE teacher and 1 PE aide, 1 music teacher, 1 library clerk, 2 special education teachers and 1 special education aide, 1 reading specialist, 1 math specialist, 1 bilingual specialist, 1 principal fellow, and 1 principal. This year, we do not have an assistant principal.

In grades K–1, we have two monolingual classrooms and one bilingual classroom per grade level. In 2nd grade, we have three monolingual classrooms and one bilingual classroom. In grades 3–5, we have three monolingual classrooms and two bilingual classrooms at each grade level. Our campus also houses a speech therapist and her aide, a counselor, and a dyslexia interventionist. Gifted and Talented (GT) students are served once a week on our campus.

Goliad Elementary is committed to building a strong school family among staff, students, and parents. We host annual Title I meetings, Reading and Math Nights, Pastries with Parents, and various family events throughout the year. We also celebrate student achievements with end-of-year award ceremonies, as well as kindergarten and 5th-grade promotion celebrations, with families invited to attend.

School Survey for Students Spring 2025:

Rigorous Expectations: 85%

Engagement: 56%

Connectedness indicator: 63%

Sense of Belonging: 56%

School Climate: 55%

School safety: 63%

STAFF CULTURE SURVEY Spring 2025:

Belonging: 83%

Professional Learning About Equity: 75%

School Leadership: 62%

Well-being: 64%

School Climate: 67%

Feedback and Coaching: 68%

Professional Learning: 75%

Cultural Awareness and Action (Adult Focus): 43%

**School Culture and Climate Strengths**

Goliad Elementary participates in all district parental involvement initiatives such as Family Math and Reading Nights and Music performances. All Title I parental involvement activities are completed, such as parent engagement/compact meetings, parent surveys and report cards, Meet the Teacher, Parent Orientation Meetings, and Parent Conferences by all teachers. We have a community partnership with Kingston Avenue Baptist Church.

Student engagement is at 56%, connectedness is at 63%, and sense of belonging is at 56%, while safety is at 63%.

Staff belonging 83%

We are implementing the Ron Clark House system.  Goliad has 4houses: Isibindi, Revere, Amistad and Altruismo.  The House System is a way to cultivate character building, relationships, and school spirit within our campus.  It has been proven that with the House System, students can achieve goals inside and outside their classroom, and we are able to build a positive climate and culture for staff and students. Students, Teachers and Staff are randomly placed in one of these  4 houses

**Problem Statements Identifying School Culture and Climate Needs**

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

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

ECISD employs a range of recruitment strategies to attract and develop its staff, including alternative certification programs, college fairs, Odessa Pathways, and intrastate teacher fairs. Available positions are posted on multiple platforms to reach a wide pool of qualified candidates. The district's hiring process ensures that all candidates hold the proper credentials for their positions.

Professional development equips staff with the skills and strategies needed to support and enrich the learning of all student subgroups. Retention efforts include stipends for special program areas and stipends for education beyond position requirements. The Opportunity Culture program, implemented in most district schools, provides stipends for Multi-Classroom Leaders (MCLs) to lead grade-level teams. Additionally, ECISD recognizes and rewards excellence through the Teacher Incentive Allotment (TIA) and National Board Certification, both of which serve as powerful tools for retention.

Goliad has the following staff for the 2025-2026 school year:

2- Kindergarten Monolingual Teachers (1 certified Teacher, 1 Instructional Facilitator) (Instructional Facilitator)  1- Kindergarten Bilingual Teacher
1- Kindergarten Bilingual Aide
2- First Grade Teachers (1 certified Teacher, 1 D.O.I Teacher)  1-First Grade Bilingual Teacher (Certified)
1- 1st Gr Bilingual Aide
2-Second Grade Teachers (2 certified, 1 D.O.I Teacher)
3- Third Grade Teachers (1 certified, 2 D.O.I Teacher)  2- Third Grade Bilingual Teachers  (1 International Teacher (certified), 1 D.O.I Teacher)
3- Fourth Grade Teachers (2 certified -One teacher is a Multi-Classroom Leader- 1 D.O.I Teacher)  1- Fourth Grade Teacher Resident (Opportunity Culture)
2- Fourth Grade Bilingual Teachers (1 International Teacher (certified), 1 D.O.I Teacher)
3- Fifth Grade Teachers (2 certified, 1 D.O.I Teacher)
2- Fifth Grade Bilingual Teachers (Certified - One teacher is Multi-Classroom Leader)  1-Fifth Grade Reach Associate (Opportunity Culture)
2- Inclusion/Resource Teachers (1 Certified, 1 Instructional Facilitator)
1- Sp Ed Aide  1- Certified PE Coach
1-P.E Aide  1- Certified Music Teacher
1- Library Clerk
3- Specialist (Reading, Math Bilingual - all three certified)  1-Dyslexia Certified Teacher
1- Counselor
1- Principal Fellow  1-Principal

Opportunity Culture enables successful teachers (MCLs) to serve as school leaders, coaching and growing their peers.  At Goliad, we have 2 MCL I who extend their coaching reach to 100% of the staff.

**Staff Quality, Recruitment, and Retention Strengths**

Goliad Elementary is an Opportunity Culture campus with two Multi-Classroom Leaders (MCLs), one Teacher Resident, and one Reach Associate. MCLs strengthen teacher capacity by providing coaching, collaborative planning, co-teaching, data analysis, and modeling effective instructional practices for their teams.

Teachers participate in Data-Driven Instruction (DDI) PLCs, where they analyze student data and work samples to inform instructional decisions. Consistent administrative walkthroughs help identify areas for targeted teacher support. Leadership values each teacher's strengths, encouraging input on strategies that promote both student success and overall school growth.

The campus operates with a shared vision of growing all staff and students through a highly focused and intentional approach, fostering a positive, competitive spirit where educators strive for excellence. The administration and leadership team prioritize equipping teachers with the tools and resources necessary for intentional lesson planning, effective reteaching, and consistent routines, both in classrooms and schoolwide. As teachers witness measurable student growth, they gain a strong sense of accomplishment and motivation to continue improving.

Goliad also invests in building teacher expertise in content knowledge and lesson delivery while cultivating a strong, positive staff culture. Campus traditions such as Monthly Birthday Lunches, Teacher and Paraprofessional of the Month awards, jeans passes, public recognition, and team-building events help maintain high morale. Last year, the campus introduced the Ron Clark House System to strengthen camaraderie, promote school spirit, and deepen each staff member's sense of belonging.


**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** The staff retention rate decreased from 65.7% in 23-24 to 57.1% in 24-25.
**Root Cause:** Staff turnover is influenced by career advancement opportunities within and outside of education.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

Research-based best practices, high-quality instruction, and aligned assessment are essential to meeting the needs of he educational needs of our student body. A vertically and horizontally aligned curriculum in all core subject areas is reinforced through tutoring, dyslexia services, balanced literacy, guided math, online programs, and targeted reading interventions, all designed to close achievement gaps. Resource allocations—including textbooks, supplemental materials, and classroom technology—provide essential tools to enhance teaching and learning. Teachers, dyslexia specialists, tutors, and special education staff collaborate to implement intervention services that support student growth.

Multiple assessments, including COGAT, Naglieri, STAAR, SBAs, DBAs, Checkpoints, MAP testing, TELPAS, and online program diagnostics, are used to identify academic needs early and inform intervention planning.

Instructional Structures and Processes

- Collaborative Planning: MCLs (Multi-Classroom Leaders) have scheduled planning time with their assigned teachers, other MCLs, and the principal to review instruction, lesson plans, and data.

- PLC Structure: PLCs follow the MCL Unit Planning and Data Guide, focusing on planning, data analysis, and reteaching using the DDI (Data-Driven Instruction) process.

- Assessment Calendar: All K–5 teachers follow the district-provided unit assessment calendar. Formative assessments, including exit tickets, are used regularly to monitor student understanding and adjust instruction.

- Data Analysis: Checkpoint data will be reviewed throughout the year to plan reteach and enrichment opportunities.

- Walkthroughs: Administrators conduct daily walkthroughs to monitor instructional focus areas and ensure alignment with lesson plans, TEKS, strategies, resources, and exit tickets.

- Student Goal Setting: Teachers create academic goals with students, who track their own progress. These goals are discussed during PLCs and shared with parents to address both academic and social-emotional development.

- MTSS Meetings: Held regularly to address intervention needs and monitor student progress.

Instructional Programs and Resources

- Guided Reading / Targeted Small Group Instruction

- Guided Math / Targeted Small Group Instruction

- LLI and Do the Math

- TEKS Resource System

- My Math Academy and i-Ready

- SeeSaw

- Schoology

- HMH Curriculum Resources

- MAP Testing (BOY, MOY, EOY)

- Checkpoints

- I Lead

- CHAMPS Behavior Framework

- District-Provided Resources

**Curriculum, Instruction, and Assessment Strengths**

Goliad Elementary will follow the District adopted resources and Scope and Sequence with fidelity.   We will utilize district strategies such as Edu Hub, PLC framework, and  Relay practices for effective planning and delivery.  All teachers will utilize district planning resources to execute rigorous lessons and student application.

Through Opportunity Culture, Goliad has two MCLs I (Multi-Classroom Leaders).  We also have three specialists on campus: one for Reading, one for Math, and one for Bilingual Education.  All teachers at Goliad will be assigned to a mentor for support to build capacity in teachers by co-teaching, planning, and modeling lessons. There is also a Reach Associate and a Teacher Resident who provide relief time to ensure the MCLs are able to coach other teachers. Our master schedule is allowing for one 45-minute PLC time per week for planning and data analysis.

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

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

# Family and Community Engagement

**Family and Community Engagement Summary**

Goliad offers monthly opportunities during the school year for parents and community members to be involved in students' learning. Parent/Community Engagement activities such as Meet the Teacher and Parent Orientation in August, academic nights, awards assemblies, book fairs, and data meetings. Title One Program meetings include Parent Engagement and Compact meetings, during which parents are invited to provide their feedback. Family and community engagement remains a priority at Goliad.

Kingston Church will continue to be our partner. They do a lot for our staff and show appreciation for their work. We will work to involve them more in our school to help teachers and work with students.

Parent engagement activities:
 -Meet the Teacher Night,
-Orientation
-Reading Night
-Math Night
-Pastries with Parents
-Valentine's PS I love you for parents,
-Positive Parent notes (STAAR),
-Music Programs for all grade levels
-Buddy Fun Day
-Parents are invited to volunteer using the VIPS program.

**Family and Community Engagement Strengths**

Goliad Elementary continues to work on closing the performance gaps with increased family and community involvement through Communities and Schools, retired certified teacher interventionists, 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 support academic achievement.

Goliad will continue Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, Parent-Teacher Conferences, Parent Utility Training for Title 1 schools, Parent Engagement, and Compact input. The leadership team will meet and set goals, continue Goliad X (Twitter), Facebook, and Book Fairs, and establish a school-wide platform for parent communication through Focus.

We have a great partnership with Kingston Church, which provides encouragement, food, and snacks to our staff a couple of times throughout the school year.

**Problem Statements Identifying Family and Community Engagement Needs**

**Problem Statement 1:** The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture
**Root Cause:** With 89.6% of the student population identified as economically disadvantaged, socioeconomic factors may contribute to this challenge. Many families from low-

income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

# School Organization

**School Organization Summary**

Goliad will implement a set intervention time for reading and math in all K-5 classrooms. The DDI process will be utilized to analyze Istation Spanish, I-Ready, MAP, Checkpoints, and benchmark data, which will drive instructional planning and delivery. The master schedule has been created to allow for a 45-minute conference period. PLCs are held once a week by grade level, where teachers plan classroom instruction and delivery, and analyze student data.

The AVID and SEL site teams meet monthly to discuss campus lesson planning, instructional delivery and needed professional learning to increase student engagement, rigor, and achievement.  Campus principal and principal fellow monitor lesson plans, conduct walkthroughs, and provide feedback to ensure student engagement is on track.

The leadership team meets monthly to review academic data, campus programs, and initiatives.

- The Instructional Leadership Team consists of one principal, a principal fellow, and 2MCLs (Multi-Classroom Leaders and three specialists (Reading, Math and Bilingual Education).The leadership team meets monthly to review academic data, campus programs, and initiatives.
- Campus site decisions are made through the CIT (Campus Improvement Team).
- Professional Learning Community (PLCs) are held once a week for 45 minutes for each grade level. These will be run by the MCLs and/or specialists. The principal and Principal fellow will also engage in the PLC process as the instructional leaders of the campus. PLCs will focus solely on planning, data, reteach lessons, and analyzing student work to identify gaps.
- Teachers have a 45-minute conference every day.
- The MCLs will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.
- We have one Reach Associate and a Teacher Resident. This gives the MCLs the ability to go into the other classrooms and co-teach, assist, model, and give feedback.
- Our class sizes range from 20-30 depending on how many students are enrolled.
- Re-teach time is built into the schedule through a dedicated intervention time or through targeted small group.
- Campus Wide MTSS Time is a scheduled 45-minute remediation time during the school day to reteach the whole group and pull small groups of students for reading and/or math intervention.
- All classes attend PE three days a week for 45 minutes, library, and music are scheduled one day per week for 45 minutes.
- Committees for Attendance, Safety, AVID, Leadership, MTSS, Parent and Community Engagement, are Scheduled.
- Students and teachers will use data charts to track their learning and determine where they need intervention.
- Grade-level teams, vertical teams, are headed by an MCL who plans with administration based on campus needs.
- We will use CHAMPS as our school-wide discipline plan.
- Our campus goals focus on growth and are discussed during morning announcements. Classroom goals will be posted in every classroom and each student will track their own data from Checkpoints.
- We will use Checkpoints, MAP, Interim assessments, and Benchmarks to determine the progress of each student.
- The MCLs will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.

**School Organization Strengths**

The Goliad leadership team consist of Principal, Principal fellow, Counselor , 2 MCLs and 3 Specialists (Reading, Math, Bilingual Education).  This Leadership team ensures the

monitoring of school goals and analyzes data to ensure growth is happening.

PLCs ensure teachers are supported with planning, instructional delivery, and analyzing of data.

The AVID and SEL site teams support with AVID strategies, ensuring rigor in lessons, planning of I Lead lessons, and adhering to scope and sequence.

**Problem Statements Identifying School Organization Needs**

**Problem Statement 1:** Goliad maintains strong leadership and instructional systems; however, limited access to mental health resources and a shortage of staff trained to address severe behaviors hinder the school's ability to fully meet the needs of students with significant emotional and behavioral challenges.
**Root Cause:** Limited funding and a lack of specialized training for staff have restricted the school's ability to provide adequate support for students with severe mental health and behavioral challenges. This results in gaps in services and inconsistent responses to high-needs behaviors.

# Technology

**Technology Summary**

ECISD is a one-to-one technology district. At Goliad, all PK-1st graders have an IPad, and all 2nd-5th graders have a Chromebook. The administration will work with the campus technology specialist to plan relevant professional learning.

- All teachers use Focus and ClassDojo to communicate with families.
- Teachers use technology to engage students and receive more training from our Technology Instructional Specialist.
- Goliad has a teacher who is also on the district's Techy Tribe, and she supports teachers on campus.
- Every classroom teacher has a Promethean Board in their classroom.
- All teachers have been issued a laptop, and each classroom has a corresponding docking station.
- Students utilize Istation Reading Spanish and I-ready in school.
- Teachers utilize Istation, i-Ready, ClassLinks, EduHub, and Eduphoria to tailor instruction to students' needs.

**Technology Strengths**

All students will receive a device at school.

All teachers will have access to digital support and a Campus Technology Instructional Specialist who will assist with planning and modeling technology use in the classroom.

ECISD replaces classroom Chromebooks and Ipads 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 Goliad techy ambassador and technology specialist provides monthly assistance for teachers on campus.

**Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Intentional damage to Chromebooks by some students has become a recurring issue, resulting in lost instructional time, increased repair costs, and reduced access to essential learning tools across the campus.
**Root Cause:** A lack of consistent accountability at home, including limited parental involvement in addressing and reinforcing consequences for destructive behavior, contributes to repeated incidents of students intentionally damaging school-issued Chromebooks.

# Priority Problem Statements

**Problem Statement 1**: In 24-25, only 32% of 3rd-grade students were reading on grade level.

**Root Cause 1**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades.

**Problem Statement 1 Areas**: Student Achievement

**Problem Statement 2**: In 24-25, only 25% of 3rd-grade students were on grade level in math.

**Root Cause 2**: Students lack the foundational number sense skills developed in K-2, limiting their ability to apply mathematical reasoning and problem-solving strategies in more complex tasks.

**Problem Statement 2 Areas**: Student Achievement

**Problem Statement 3**: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community.

**Root Cause 3**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions.

**Problem Statement 3 Areas**: School Culture and Climate

**Problem Statement 4**: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment.

**Root Cause 4**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery.

**Problem Statement 4 Areas**: Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

# Board Goals

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

**Performance Objective 1:** By May of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 29 % to 35%.

**Indicators of Success:**
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Math - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

**Evaluation Data Sources:** MAP MOY and EOY
I Ready Diagnostic Reports
Checkpoints

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** IReady Diagnostics increasing from BOY to EOY<br>Checkpoints<br>Read 180 and ST math<br>MAP growth from BOY to MOY to EOY<br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.53<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Achievement 2<br>**Funding Sources:** 2 MCL I Positions - Title One School-wide - $30,000, Teacher Resident - Title One School-wide - $33,000, Reach Associate - Local - $33,000 | No Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** K-5 classroom teachers will provide targeted support for at-risk student populations by implementing research-based interventions. In grades 3-5, teachers will utilize Read 180, ST Math, i-Ready, and targeted tutoring three times per week for 20-30 minutes per session. In grades K-2, teachers will implement Math Academy for 20 minutes three times per week., All instruction will align to and adhere to the ECISD Math Framework.<br><br>**Strategy's Expected Result/Impact:** MAP Growth BOY to MOY Checkpoints scoring at meets level<br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.53<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Achievement 2<br>**Funding Sources:** After-school tutoring for math - Title One School-wide - $5,000 | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| | Some Progress | | | |

⭘ No Progress    ⭕ Accomplished    ➡ Continue/Modify    ✖ Discontinue

**Performance Objective 1 Problem Statements:**

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

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

**Performance Objective 2:** By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% to 40 %.

**Indicators of Success:**
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

**Evaluation Data Sources:** MAP MOY and EOY
Monthly Istation Reports Bilingual Students
Diagnostic i-Ready Reports
Checkpoints

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, deepen TEKS knowledge through lesson internalization and planning charts, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. | **Formative** | | | **Summative** |
| | Oct | Jan | Mar | May |
| **Strategy's Expected Result/Impact:** Rigor in Lessons<br>Growth in I-Ready and targeted tutoring reports for Reading<br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.53<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Achievement 1 | Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** K-5 classroom teachers will provide targeted support for at-risk students by implementing Read 180, ST Math, and small-group tutoring. In grades K-3, teachers will implement small-group tutoring three times per week for 20-30 minutes per session, adhering to the ECISD ELAR Framework. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** IReady lessons passed at 70% or higher (2-3 lessons a week)<br>IReady monthly progress for Bilingual Students<br>Checkpoint monitoring meets percentage<br><br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.53<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><br>**Problem Statements:** Student Achievement 1<br>**Funding Sources:** Part-time tutor - Title One School-wide - $15,000, Instructional Aide - Title One School-wide - $33,000, After-school Tutoring Reading - Title One School-wide - $5,000 | Some Progress | | | |

No Progress          Accomplished          Continue/Modify          Discontinue

**Performance Objective 2 Problem Statements:**

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

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

**Performance Objective 3:** By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 17% to 25 %.

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

**Evaluation Data Sources:** MAP MOY and EOY reports
Checkpoints

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** MCLs and campus leadership will implement the Data-Driven Instruction (DDI) process, strengthen TEKS knowledge through internalization of instruction, apply the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure mastery of learning objectives. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** Growth in MAP science BOY - EOY<br>Checkpoints monitoring meets percentage<br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br> - **TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Curriculum, Instruction, and Assessment 1 | Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Science will be taught daily in grades K-5 for a minimum of 30 minutes for K-2, 60 minutes for 3rd-4th, and 90 minutes for 5th grade using district-approved resources. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** MAP Science growth BOY - EOY<br>Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS<br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br> - **TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Achievement 1 | Some Progress | | | |

No Progress          Accomplished          Continue/Modify          Discontinue

**Performance Objective 3 Problem Statements:**

| Student Achievement |
|---|
| **Problem Statement 1**: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades. |
| **Curriculum, Instruction, and Assessment** |
| **Problem Statement 1**: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment.   **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery. |

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

**Performance Objective 1:** The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 45% to 50%

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** MCLs and campus leadership will refine and implement the Data-Driven Instruction (DDI) process, deepen TEKS understanding through internalization of instruction, utilize the coaching cycle of observation and feedback, and analyze student work during PLCs to ensure students achieve mastery of learning objectives. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** DDI process will be implemented in PLCs with Fidelity<br>Increase Meets level on MAP EOY in K-2<br>IReady will show and increase of students meeting growth  from  BOY to EOY diagnostic checks.<br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.52<br> **- TEA Priorities:**<br>Improve low-performing schools<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Achievement 1 | Some Progress | | | |

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

○ No Progress          ○ Accomplished          ➡ Continue/Modify          ✖ Discontinue

**Performance Objective 1 Problem Statements:**

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

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

**Performance Objective 2:** The percentage of First grade students will show growth from 29% to 34% on their Reading MAP Assessment.

**HB3 Board Goal**

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All teachers will implement the campus-wide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for informational texts. Teachers will model the process, provide guided practice, and incorporate the charts as tools to support comprehension discussions and written responses. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments. **Staff Responsible for Monitoring:** MCLs Specialists Classroom Teachers Principal Fellow Principal  **Title I:** 2.51, 2.52, 2.53  **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools  **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 | Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Multi-Classroom Leaders (MCLs) and team teachers will engage in weekly 45-minute PLCs focused on analyzing student work and assessment data. These collaborative sessions will identify evidence of learning and misconceptions, and guide the planning of targeted instructional next steps to improve student achievement. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction.<br><br>**Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.51, 2.52<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Student Achievement 1 | Some Progress | | | |

No Progress      Accomplished      ➡ Continue/Modify      ✖ Discontinue

**Performance Objective 2 Problem Statements:**

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

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

**Performance Objective 3:** The percentage of 3rd-grade students performing at the meets level on their Reading STAAR Assessment will increase from 32% to 37%.

**HB3 Board Goal**

**Indicators of Success:**
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** MOY MAPS (students meeting their RIT goals)
i-Ready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers in grades 3-4 will integrate writing instruction using Weekly Studies to deliver interactive lessons, model effective writing strategies, and engage students in collaborative writing activities. Weekly Studies will also be used to build background knowledge for reading and to support idea generation, organization, and peer feedback, all in alignment with grade-level writing standards. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** The use of Weekly Studies will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments. **Staff Responsible for Monitoring:** MCLs Specialists Principal Fellow Principal  **Title I:** 2.51, 2.52  - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools  - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 | Some Progress | | | |

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

No Progress        Accomplished        Continue/Modify        Discontinue

## Performance Objective 3 Problem Statements:

| Student Achievement |
|---|
| **Problem Statement 1**: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades. |
| **Curriculum, Instruction, and Assessment** |
| **Problem Statement 1**: 24-25 STAAR data indicates that around 30% of students are meeting grade level expectations, revealing gaps in the alignment between curriculum, instruction and assessment.   **Root Cause**: There is a large number of district-mandated curriculum resources and frameworks that are not fully aligned to the depth and rigor of STAAR-tested TEKS. This limits teachers' flexibility in adapting lessons and incorporating higher-level tasks that foster critical thinking and content mastery. |

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

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

**Indicators of Success:**

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

**Evaluation Data Sources:** Fall Panorama Survey
Spring Panorama Survey

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Through the Ron Clark House System, students in grades 3-5 will participate in regular house meetings that build confidence, strengthen communication skills, and promote active listening. These meetings will provide structured opportunities for students to express their voice, engage in respectful dialogue, and encourage and support their peers. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. **Staff Responsible for Monitoring:** Principal House leaders **Title I:** 2.53  - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college  - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 | Some Progress | | | |

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

| No Progress | Accomplished | Continue/Modify | Discontinue |
|---|---|---|---|

**Performance Objective 1 Problem Statements:**

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

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

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

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers will ensure each students learn organizational skills through maintaining a binder and planner. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** organizational skills two way communication between school and home | **Oct** | **Jan** | **Mar** | **May** |
| **Staff Responsible for Monitoring:** Classroom Teachers AVID  Site Team  **Title I:** 2.52  - **TEA Priorities:** Connect high school to career and college  - **ESF Levers:** Lever 1: Strong School Leadership and Planning | Some Progress | | | |

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

No Progress        Accomplished        Continue/Modify        Discontinue

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

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

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

**Evaluation Data Sources:** Monthly Attendance Dashboard

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

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

| ○ No Progress | ○ Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Board Goal 4:** Classroom Excellence

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

**Evaluation Data Sources:** Walk Throughs
Lesson Plans
PLCs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide  weekly  professional learning sessions in PLCs and follow-up instructional coaching. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Effective Tier 1 Instruction<br>Internalized Lesson Plans & Practices<br>MAP Growth BOY to MOY<br>Checkpoint monitoring Scoring at meets level | **Oct** | **Jan** | **Mar** | **May** |
| **Staff Responsible for Monitoring:** MCLs<br>Specialists<br>Principal Fellow<br>Principal<br><br>**Title I:**<br>2.52<br> **- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Curriculum, Instruction, and Assessment 1 | Some Progress | | | |

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

No Progress       Accomplished       Continue/Modify       Discontinue

**Performance Objective 1 Problem Statements:**

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

**Board Goal 4:** Classroom Excellence

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

**Evaluation Data Sources:** Fall Panorama Survey
Spring Panorama Survey
Walkthroughs

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

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

No Progress          Accomplished          →  Continue/Modify          ✕  Discontinue

## Performance Objective 2 Problem Statements:

| Student Achievement |
|---|
| **Problem Statement 1**: In 24-25, only 32% of 3rd-grade students were reading on grade level.   **Root Cause**: Students did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in higher grades. |
| **School Culture and Climate** |
| **Problem Statement 1**: According to the Panorama survey, only 56% of students reported feeling that adults and peers care about them and their learning, indicating a need to strengthen students' sense of belonging within the school community.   **Root Cause**: Students often do not consistently feel that adults and peers care about their learning and well-being due to the limited integration of social-emotional learning (SEL) practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for student-adult connections and student-student interactions. |

**Board Goal 5:** Culture of Excellence

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

**Evaluation Data Sources:** Fall Panorama Survey
Spring Panorama Survey

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Teachers will foster a positive school climate by implementing intentional Social-Emotional Learning (SEL) practices -I -Lead lessons every week. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** Increase in Panorama Climate data **Staff Responsible for Monitoring:** Teachers Principals **Title I:** 2.53 **Problem Statements:** School Culture and Climate 1 | Some Progress | | | |

○ No Progress    ◯ Accomplished    ➔ Continue/Modify    ✕ Discontinue

**Performance Objective 1 Problem Statements:**

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

**Board Goal 5:** Culture of Excellence

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

**Evaluation Data Sources:** Fall Panorama Survey
Spring Panorama Survey

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students and teachers will nominate peers for Student of the Month recognition based on the character traits outlined in the Goliad Manifesto. Nominations will include specific examples of how students demonstrate these traits in their daily interactions, reinforcing the campus's core values and celebrating positive behavior. | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** Promote positive character development. Strengthen a school culture rooted in respect and responsibility. Encourage students to consistently model and recognize good character in others. **Staff Responsible for Monitoring:** Teachers Principal **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 | Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Student Recognition Programs   (Student of the Month, Most Improved, Character Trait Awards). | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **May** |
| **Strategy's Expected Result/Impact:** Track number of students recognized Staff and Student Feedback **Staff Responsible for Monitoring:** Teachers Principal Fellow Principal - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 | Some Progress | | | |

**Performance Objective 2 Problem Statements:**

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

**Board Goal 5:** Culture of Excellence

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

**Evaluation Data Sources:** Parent sign in sheets
Panorama survey

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Parents will be invited to a reading night to learn strategies to support their students at home | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Parent involvement<br>Student engagement | **Oct** | **Jan** | **Mar** | **May** |
| **Staff Responsible for Monitoring:** Principal<br>Principal Fellow<br>Specialists<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br><br>**Problem Statements:** School Culture and Climate 1<br>**Funding Sources:** Books and educational games - Title One School-wide - $1,000 | Some Progress | | | |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Parents will be invited to a math night to learn strategies to support their students at home | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Parent involvement<br>Student Engagement | **Oct** | **Jan** | **Mar** | **May** |
| **Staff Responsible for Monitoring:** Principal<br>Principal Fellow<br>Specialists<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br><br>**Problem Statements:** School Culture and Climate 1<br>**Funding Sources:** Math games - Title One School-wide - $1,000 | Some Progress | | | |

| ⭕ No Progress | ⭕ Accomplished | ➡️ Continue/Modify | ❌ Discontinue |
|---|---|---|---|

**Performance Objective 3 Problem Statements:**

## School Culture and Climate

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

# Targeted Support Strategies

| Board Goal | Objective | Strategy | Description |
|---|---|---|---|
| 2 | 2 | 1 | All teachers will implement the campus-wide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for informational texts. Teachers will model the process, provide guided practice, and incorporate the charts as tools to support comprehension discussions and written responses. |
| 2 | 3 | 1 | Teachers in grades 3-4 will integrate writing instruction using Weekly Studies to deliver interactive lessons, model effective writing strategies, and engage students in collaborative writing activities. Weekly Studies will also be used to build background knowledge for reading and to support idea generation, organization, and peer feedback, all in alignment with grade-level writing standards. |
| 2 | 3 | 2 | Teachers in grades 3-5 will incorporate chapter books into their reading instruction to provide students with extended opportunities for in-depth analysis of complex texts. These texts will be used to challenge advanced learners through exposure to higher-level vocabulary, rigorous comprehension questions, thematic analysis, and opportunities for written literary responses. |

# Campus Funding Summary

| Local | | | | | |
|---|---|---|---|---|---|
| **Board Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Reach Associate | | $33,000.00 |
| | | | | **Sub-Total** | $33,000.00 |
| **Title One School-wide** | | | | | |
| **Board Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | 2 MCL I Positions | | $30,000.00 |
| 1 | 1 | 1 | Teacher Resident | | $33,000.00 |
| 1 | 1 | 2 | After-school tutoring for math | | $5,000.00 |
| 1 | 2 | 2 | After-school Tutoring Reading | | $5,000.00 |
| 1 | 2 | 2 | Part-time tutor | | $15,000.00 |
| 1 | 2 | 2 | Instructional Aide | | $33,000.00 |
| 5 | 3 | 1 | Books and educational games | | $1,000.00 |
| 5 | 3 | 2 | Math games | | $1,000.00 |
| | | | | **Sub-Total** | $123,000.00 |