

Midland Independent School District



Goddard Jr. High

2025-2026 Campus Improvement Plan

Mission Statement

All Goddard students and staff will achieve at high levels!

Vision

Goddard Junior High is forging a culture with students, staff, and families that promotes a supportive learning environment for growth and measurable outcomes.

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Comprehensive Needs Assessment

Demographics

Summary

Goddard Jr High in Midland, Texas, is a vibrant educational institution dedicated to fostering a nurturing and inclusive environment for 1,200 students. Our school is committed to academic excellence, ensuring that each student receives a comprehensive education that prepares them for future success. We emphasize the importance of a well-rounded curriculum that not only focuses on core academic subjects but also encourages the exploration of the arts, technology, and physical education.

CAMPUS MEMBERSHIP - DEMOGRAPHIC COUNTS

CMP	GRD	TTL STU	FEMALE	MALE	AFRI AMR	HISP	WHITE	AMER IND/ ALK NAT	ASIAN	NAT HAW /PAC ISL	TWO OR MORE	ECO DIS	ELL	SPED
046 - GODDARD JUNIOR HIGH														
	07	627	295	332	37	445	120	3	8	1	13	354	119	84
	08	592	272	320	43	421	109	3	6	1	9	329	127	78
	CMP TTL:	1,219	567	652	80	866	229	6	14	2	22	683	246	162
	CMP %:		47	53	6.56	71.04	18.79	0.49	1.15	0.16	1.80	56.03	20.18	13.29
	DIST TTL:	1,219	567	652	80	866	229	6	14	2	22	683	246	162

We have over 100 dedicated faculty and staff who work tirelessly to create a supportive atmosphere where students feel valued and motivated to achieve their personal best. We prioritize the development of critical thinking and problem-solving skills, equipping our students with the tools they need to navigate an ever-changing world. Through collaborative learning experiences and innovative teaching methods, we strive to inspire a lifelong love of learning in each of our students.

At Goddard Jr High, we understand the importance of community involvement and actively seek to build strong partnerships with parents and local organizations. We believe that education is a collaborative effort, and by working together, we can provide our students with the resources and opportunities they need to thrive. Our school is proud to be a cornerstone of the Midland community, and we are dedicated to making a positive impact on the lives of our students and their families.

Strengths

Goddard Junior High proudly serves a richly diverse student population and values the unique backgrounds and perspectives that diversity brings to our campus.

We are committed to meeting the individual needs of our students classified under special populations, which include:

- **Special Education (SPED):** Supported by monitor teachers and instruction within the least restrictive environment
- **EAS/GT (Gifted and Talented):** Guided by Master Teachers
- **English Language Learners (ELL):** Taught by specialized ESL educators

In addition, a significant portion of our students are classified as Economically Disadvantaged, which enables us to focus targeted efforts on supporting at-risk youth. To address their academic, social, and emotional needs, we offer a range of programs including **AVID, C3, PTA and Communities in Schools.**

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Economically disadvantaged/at risk students STAAR level of performance are resulting at: Did Not Meet, Approaches, and Meets.



Inconsistency in how teachers track economically disadvantaged/at risk students systematically. No plan in place for enrichment.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Economically disadvantaged/at risk students STAAR level of performance are resulting at: Did Not Meet, Approaches, and Meets.

Inconsistency in how teachers track economically disadvantaged/at risk students systematically. No plan in place for enrichment.

2
★

Students are not performing at grade level on state assessments.

PLC's are not aligned to instructional practices. The delivery of classroom instruction(Tier1) is not aligned to state standards. Inconsistency with implementing effective student intervention-RTI

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results



Goals

Goal 1

Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1 High Priority

The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 49% to 55% by 2026. The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 39% to 50% by 2026.

Evaluation Data Source: STAAR Test, 9 week assessment, 18 week assessment, 27 week assessment, NWEA MAP, IREADY

Strategy 1

Teachers internalize and rehearse high quality literacy strategies, such as notice and note, UNWRAP, and questioning.

Staff Responsible for Monitoring: Admin, MCLs

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

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Strategy 2

Implement Structured Reading Time and Structured writing time during core classes and use STAAR rubrics to for students to compare writing and give feedback.

Strategy's Expected Result/Impact: Increased ECR scores.

Staff Responsible for Monitoring: Admin, MCLs, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 3

Implement schoolwide AVID WICOR strategies with a targeted emphasis on reading, writing, and academic language.

Staff Responsible for Monitoring: Admin, MCLs, Dept. Chairs, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 4

The campus and administrators will track, set goals, and schedule target intervention for all subpops in RLA through analyzing the Domain 3 data wall utilizing data and technology.

Strategy's Expected Result/Impact: Growth in all subpops-- ECD, African American, Hispanic, Emergent Bilingual, and SPED.

Staff Responsible for Monitoring: Admin, MCLs, Teachers

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 5

The campus will use the morning homeroom time to intervene with Emergent Bilingual students by providing Summit K12 usage and feedback.

Strategy's Expected Result/Impact: Increased student performance on TELPAS

Staff Responsible for Monitoring: Admin, Teachers, MCLs, Dept. Chairs

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Economically disadvantaged/at risk students STAAR level of performance are resulting at: Did Not Meet, Approaches, and Meets.

Inconsistency in how teachers track economically disadvantaged/at risk students systematically. No plan in place for enrichment.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not performing at grade level on state assessments.

PLC's are not aligned to instructional practices. The delivery of classroom instruction(Tier1) is not aligned to state standards. Inconsistency with implementing effective student intervention-RTI

Performance Objective 2 High Priority

The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 40% to 50% by 2026. The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 12% to 40% by 2026. The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 81% to 86% by 2026.

Evaluation Data Source: STAAR Test, 9 week assessment, 18 week assessment, 27 week assessment, NWEA MAP, IREADY

Strategy 1

Through PLCs, teachers and MCLs will plan backwards and create lesson exemplars that will be used to embed means of participation on lesson internalizations and rehearsals on every Stemsscopes lesson and unit test.

Strategy's Expected Result/Impact: Improve student outcomes in math.

Staff Responsible for Monitoring: MCLs, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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Strategy 2

The administrators and teachers will receive support and coaching from district leadership through the district Stemsscopes Math Implementation.

Strategy's Expected Result/Impact: 7th and 8th grade math scores will improve on every junior high campus

Staff Responsible for Monitoring: District Leadership, EDL, Admin, MCLs, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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Strategy 3

The campus and administrators will track, set goals, and schedule target intervention for all subpops in math through analyzing the Domain 3 data wall.

Strategy's Expected Result/Impact: Growth in all subpops-- ECD, African American, Hispanic, Emergent Bilingual, and SPED.

Staff Responsible for Monitoring: Admin, MCLs, Teachers

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 4

To enhance student engagement, understanding, and performance in Math through the integration of clever touch smart boards.

Strategy's Expected Result/Impact: Increased engagement and motivation to improved understanding of mathematical concepts.

Staff Responsible for Monitoring: Math teachers, Admin, and Instructional Coach

Title I: 2.5.2

Formative Reviews

Some Progress

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Economically disadvantaged/at risk students STAAR level of performance are resulting at: Did Not Meet, Approaches, and Meets.</p>	<p>Inconsistency in how teachers track economically disadvantaged/at risk students systematically. No plan in place for enrichment.</p>

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Students are not performing at grade level on state assessments.</p>	<p>PLC's are not aligned to instructional practices. The delivery of classroom instruction(Tier1) is not aligned to state standards. Inconsistency with implementing effective student intervention-RTI</p>

Performance Objective 3 High Priority

The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 29% to 39% by 2026.

Evaluation Data Source: 8th Grade STAAR Test, Final Exams, 9 week assessment, 18 week assessment, 27 week assessment, NWEA MAP, IREADY

Strategy 1

All science classes will implement 3 column notes to solidify a concrete and conceptual understanding of TEKS aligned vocabulary.

Staff Responsible for Monitoring: Teachers, MCLs

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 2

Each class will post their daily mastery of Tier I instruction and campus admin will observe the percentage and compare trends from the campus scorecard.

Strategy's Expected Result/Impact: Increase feedback and strengthen Tier I instruction

Staff Responsible for Monitoring: Admin, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 3

District coordinators will work with teams and department chairs bi-weekly during PLCs on building content and instructional expertise that will maximize their delivery of instruction.

Strategy's Expected Result/Impact: Increase teacher effectiveness and student outcomes.

Staff Responsible for Monitoring: Coordinators, Admin, Teachers, MCLs

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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June

Strategy 4

Science department will hold two parent nights with engaging information based on STEMnights with interactive experiments and demonstrations.

Strategy's Expected Result/Impact: Showcase their projects and experiments to create a more collaborative environment of high achieving results.

Staff Responsible for Monitoring: All staff

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

February

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not performing at grade level on state assessments.

PLC's are not aligned to instructional practices. The delivery of classroom instruction(Tier1) is not aligned to state standards. Inconsistency with implementing effective student intervention-RTI

Performance Objective 4 High Priority

The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Social Studies STAAR assessment will increase from 15% to 35% by 2026.

Evaluation Data Source: 8th Grade STAAR Test, Final Exams, 9 week assessment, 18 week assessment, 27 week assessment, NWEA MAP, IREADY

Strategy 1

All social studies classes will implement 3 column notes to solidify a deeper understanding of TEKS aligned vocabulary in order to make connections between historical events.

Staff Responsible for Monitoring: Teachers, MCLs

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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Strategy 2

Each class will post their daily mastery of Tier I instruction and campus admin will observe the percentage and compare trends from the campus scorecard.

Strategy's Expected Result/Impact: Increase feedback and strengthen Tier I instruction

Staff Responsible for Monitoring: Admin, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 3

District coordinators will work with teams and department chairs bi-weekly during PLCs on building content and instructional expertise that will maximize their delivery of instruction.

Strategy's Expected Result/Impact: Increase teacher effectiveness and student outcomes.

Staff Responsible for Monitoring: Coordinators, Admin, Teachers, MCLs

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not performing at grade level on state assessments.

PLC's are not aligned to instructional practices. The delivery of classroom instruction(Tier1) is not aligned to state standards. Inconsistency with implementing effective student intervention-RTI

Performance Objective 5

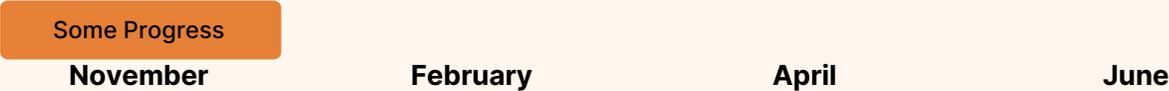
By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1

Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency.

Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal

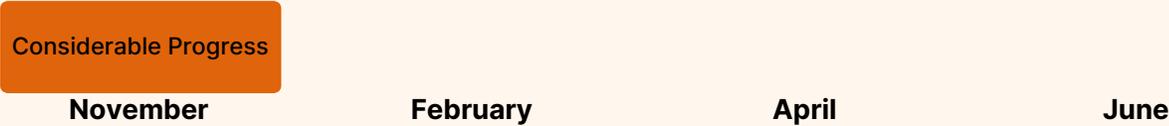
Formative Reviews



Strategy 2

Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.

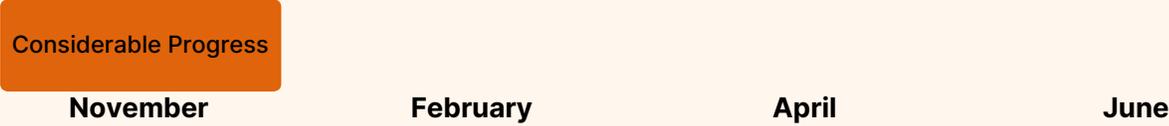
Formative Reviews



Strategy 3

Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.

Formative Reviews



Goal 2 The District and all Campuses maintaining a B or above in Domain 1 of the Texas A-F Accountability System.

Performance Objective 1 High Priority

The campus Domain I- Student Achievement scale score will increase from 60% to 64% by June 2026.

Evaluation Data Source: Utilize STAAR results and analyze assessments to plan accordingly in PLC planning. Collect data from regular formative assessment results weekly to monitor student progress toward mastery of grade-level standards and inform instructional adjustments.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Establish a data driven culture where teachers all understand the importance of using data to inform instructional practices. Administration, MCL's, and D's will provide sessions on data analysis and interpretation. Schedule weekly data meetings during PLC with grade-level teams to examine and analyze assessment results; student outcomes collectively.

Strategy's Expected Result/Impact: Assessment results will guide the lead team on instructional decisions that will be more responsive and targeted to student needs.

Staff Responsible for Monitoring: teachers, campus administrators, MCL's, Instructional coaches,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will adjust instruction through real-time coaching and provide timely interventions to close student learning gaps more effectively through various verbal and non-verbal communication/cues.

Strategy's Expected Result/Impact: An increase of student mastery of grade-level standards and improved performance on formative and summative assessments.

Staff Responsible for Monitoring: Campus administration, teachers, MCLs, Instructional coaches, dept chairs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Create a data wall to visualize, monitor, and track student growth.

Strategy's Expected Result/Impact: Demonstrate mastery by standard, subgroup performance, and intervention effectiveness.

Staff Responsible for Monitoring: Campus administration, teachers, MCL's, and Instructional Coaches, and dept chairs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Goal 3

Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1 High Priority HB3 Goal

By the end of the academic year, ensure that 100% of students are better prepared for college, career, or military. This will be achieved by meeting or exceeding the following: Achieving college-ready scores on the PSAT. Completion of a high school course card/career path C3 Coaching AVID Promoting college awareness: FAFSA, Tuition, college experience through orientations

Evaluation Data Source: PreSAT data, high school credit courses availability, promote college awareness through the AVID program (student planners, interactive journals, grade tracking, college experience) and parent informational programs.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Organize after-school or weekend SAT/ACT prep workshops with expert instructors or local tutors

Strategy's Expected Result/Impact: Workshops will provide students with focused and intensive preparation opportunities outside the regular classroom setting.

Staff Responsible for Monitoring: Teachers, Campus Administrators, MCL's, Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Implement Writing Across the Curriculum to emphasize the use of writing across all subjects and disciplines.

Strategy's Expected Result/Impact: Students develop critical thinking skills and become better equipped to communicate and synthesize information.

Staff Responsible for Monitoring: Instructional Coaches, PLC leads and teachers, Admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 3

Initiate a 6 weeks Parenting Partner Program to inform and educate Goddard parents about College and Career readiness: Communicate Early and Often-Host grade-level parent nights focused on college and career planning, send regular newsletters with tips, timelines, and opportunities. Make it Visible: Display college banners, teacher alma maters, and career posters throughout the school. Involve Parents in the Process: Invite parents to career fairs, FAFSA workshops, and college field trips. Create a parent advisory group focused on post-secondary readiness. Provide Accessible Information: Offer bilingual sessions and material. Break down complex topics like financial aid, dual credit, and career pathways. Build a Shared Vision: Embed college and career readiness into the school's mission and values. Use consistent language: "When you go to college..." or "After high school, you'll..."

Strategy's Expected Result/Impact: Establish and cultivate a strong partnership with parents in fostering a campus-wide culture of college and career readiness-where every family is informed, engaged, and empowered to support their child's post-secondary success.

Staff Responsible for Monitoring: CIS, Admin, Counselors, Teachers, AVID

Formative Reviews

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Goal 4

Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1 High Priority

The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 25% to 40% by the end of 2026

Evaluation Data Source: Increase in TIA designations, decrease in student behavior issues, and high quality Tier I instruction that positively impacts student outcomes.

Strategy 1

Use PLCs to align math problem solving, writing expectations, reading strategies, scoring rubrics across tested areas (ECR, TELPAS and PSAT).

Strategy's Expected Result/Impact: MCLs, Admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2

The admin team will conduct weekly instructional walkthroughs using the campus scorecard, which are high impact, Tier I instruction "look-fors" that should be in place in every classroom.

Strategy's Expected Result/Impact: Increased teacher capacity and better student outcomes.

Staff Responsible for Monitoring: Admin, MCLs

Title I: 2.5.1, 2.5.2, 2.5.3

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: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 3

The campus will increase staff-student-community Relationships to reinforce clear academic routines and systems, reduce behavioral disruptions, and include feedback from "Parenting Partners" meetings.

Strategy's Expected Result/Impact: Decrease discipline issues and increase engagement and consistent instructional practices across the campus.

Staff Responsible for Monitoring: Admin, Dept. Chairs, MCLs, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect	--	--	Erin Bueno	7/17/2025
Coordinated Health Program	Seybert	--	Erin Bueno	7/17/2025
