



Local Improvement Plan Template 26-27

Campus Name: Goliad Elementary

Areas of Identification:

RLA Meets – SPED	Math Meets – SPED	Student Success – SPED	RLA Growth, SPED
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Campus Improvement Team Agendas / Sign Ins:

Date: 8.28.26 / Goliad LIP Review Mtg #1 8.28.26.pdf
Date: (Insert Date) / Insert Link

Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:

[Data Tour Folder](#)

Area of need #1

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) - Special Education**.

Criteria:	Campus Plan:
Campus Goal for this area:	22% of students served in Special Education will achieve Meets on STAAR RLA.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30

	October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Ms. Moreno, Reading Specialist
Educational Interventions:	• Dedicated Daily RTI block for interventions • Special Education teachers will pulling groups to intervene on grade level • After school tutoring will begin in January based on data needs
Allocation of Resources:	Required: Time Adjustments • Arranged the master schedule to include a daily RTI block • Plans for teachers to stay afterschool for tutoring beginning in second semester • Small group time is provided daily during the Tier 1 block, and Special education teacher schedule has been adjusted to accommodate this Required: Funding Adjustments • Campus reading specialist funded by District Level Title II funds • MCLs (2) and MTRTs (2) - all teach reading - \$54,000; • Two Reach associates (also pull small groups) - \$66,000 Required: Staffing Adjustments • District allocated a campus reading specialist – also pull small groups • Opportunity Culture in Reading ○ 2 Multi classroom leaders



	○ 2 Master team reach teachers ○ 2 Reach associates ● Special Education teacher schedule aligned to tier 1 small group time for push in interventions
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Data Monitoring:

Restate Goal: 22% of students served in Special Education will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Area of need #2

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) - Special Education.**

Criteria:	Campus Plan:
Campus Goal for this area:	26% of students served in Special Education will achieve Meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Ms. Lightfoot, Campus Math Specialist
Educational Interventions:	• Dedicated Daily RTI block for interventions • After school tutoring will begin in January based on data needs
Allocation of Resources:	Required: Time Adjustments • Arranged the master schedule to include a daily RTI block • Plans for teachers to stay afterschool for tutoring beginning in second semester Required: Funding Adjustments • 1 MTRT – self contained - (3rd grade) (\$12,000) assists also with Math

	- District pays for campus math specialist with Title II funds Required: Staffing Adjustments - District allocated a Campus Math Specialist – pulls student small groups - Staffing – moved a TIA designated teacher to 4th grade
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Data Monitoring:

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Area of need #3

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Special Education**.

Criteria:	Campus Plan:
Campus Goal for this area:	The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Ms. Lopez, Principal Dr. Gomez, Assistant Principal
Educational Interventions:	- Dedicated Daily RTI block for interventions (reading, math, science) Special Education teachers will pulling groups to intervene on grade level (reading) - After school tutoring will begin in January based on data needs (reading, math, science)
Allocation of Resources:	Required: Time Adjustments Arranged the master schedule to include a daily RTI block

	- Plans for teachers to stay afterschool for tutoring beginning in second semester - Small group time is provided daily during the Tier 1 block, and Special education teacher schedule has been adjusted to accommodate this (RLA) Required: Funding Adjustments - Campus reading specialist funded by District Level Title II funds 1 RLA 1 Math - MCLs (2) and MTRTs (2) - all teach reading - \$54,000; - Two Reach associates (also pull small groups) - \$66,000 Required: Staffing Adjustments - District allocated a campus reading specialist – also pull small groups - Opportunity Culture in Reading 2 Multi classroom leaders 2 Master team reach teachers 2 Reach associates - Opportunity culture – 1 MTRT (Math) Special Education teacher schedule aligned to tier 1 small group time for push in interventions
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Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.

Checkpoint 1A: (September) RLA:	Checkpoint 1B: (October) 3 rd %:	Interim (Fall) (October) 3 rd %: 4 th %:	Checkpoint 2A: (November) 3 rd %:	Checkpoint 2B: (December) 3 rd %:

3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	

Area of need #4

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Growth - Special Education**.

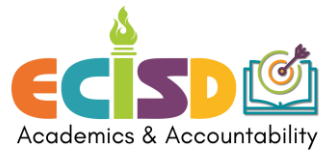
Criteria:	Campus Plan:
Campus Goal for this area:	50% of students served in Special Education will show growth in STAAR RLA
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Ms. Moreno, Reading Specialist
Educational Interventions:	• Dedicated Daily RTI block for interventions • Special Education teachers will pulling groups to intervene on grade level • After school tutoring will begin in January based on data needs
Allocation of Resources:	Required: Time Adjustments • Arranged the master schedule to include a daily RTI block • Plans for teachers to stay afterschool for tutoring beginning in second semester • Small group time is provided daily during the Tier 1 block, and Special

	education teacher schedule has been adjusted to accommodate this Required: Funding Adjustments • Campus reading specialist funded by District Level Title II funds • MCLs (2) and MTRTs (2) - all teach reading - \$54,000; • Two Reach associates (also pull small groups) - \$66,000 Required: Staffing Adjustments • District allocated a campus reading specialist – also pull small groups • Opportunity Culture in Reading ○ 2 Multi classroom leaders ○ 2 Master team reach teachers ○ 2 Reach associates Special Education teacher schedule aligned to tier 1 small group time for push in interventions
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Data Monitoring:

Restate Goal: 50% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %:	



5 th %:	5 th %:	5 th %:	5 th %:	
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Assurances:

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Julie Marshall**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.