

San Angelo Independent School District

Goliad Elementary

2020-2021 Campus Improvement Plan



Mission Statement

The mission of San Angelo Independent School District is to engage all students in a relevant and inspiring education that produces future-ready graduates.

Vision

In Pursuit of Excellence

Goals

The district goals for 2018-2021 are to:

- **Provide student achievement at the highest levels.**
- **Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the board.**
- **Improve communication between all stakeholders and the district.**
- **Secure and retain an effective staff that is reflective of and responsive to the District's student body.**
- **Sustain a safe and secure environment.**

Value Statement

Core Beliefs

We believe student achievement is our highest priority and core principle for all decisions that impact the district.

We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.

We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.

We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.

We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.

We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.

We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.

We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe all students learn best in a safe, supportive, and secure environment.

We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2019-2020 school year, an average of 502 students were enrolled at Goliad in both general education (K-Grade 5) and special education (resource/inclusion). The information listed below is from the 2019-2020 On-Point reports.

Programs

<i>School Year</i>	<i>Total Enrollment</i>	<i>ESL</i>	<i>BI</i>	<i>G/T</i>	<i>AR</i>	<i>ED</i>	<i>Sp. Ed.</i>	<i>Male</i>	<i>Female</i>
	604	0	49	1	312	476	48	341	263
2013-2014	616	0	66	0	427	476	50	334	282
2014-2015	606	0	69	0	424	462	45	327	279
2015-2016	628	0	65	0	426	450	40		
2016-2017	584	57	0	1	375	420	35		
2017-2018	548	55	0	3	347	407	29	287	261
2018-2019	515	34	0	2	323	361	35	250	265
2019-2020	502	44	0	1	347	384	36	262	240

Ethnic Distribution

<i>School Year</i>	<i>Total Enrollment</i>	<i>African American</i>	<i>Hispanic</i>	<i>White</i>	<i>Native American</i>	<i>Asian/ Pac. Islander</i>	<i>Two or more</i>
2017-2018	548	11	405	121	1	1	
2018-2019	515	11	370	123	0	1	
2019-2020	502	12	374	104	0	0	9

Demographics Strengths

The majority of Goliad's teachers are ESL-certified classroom teachers. The campus culture is positive and is a Capturing Kids' Hearts National Showcase school. All students are valued, respected, and encouraged to set and reach individual goals. Students work with teachers to set guided reading goals and math tracking sheets are used for teachers to help students reach their individual potential. Students have individual data folders to track their own progress. We understand the need for our students' social-emotional development. We launched a new curriculum addressing all students' needs. This program supports the social-emotional skills for learning empathy and responsibility.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to Goliad's high number of At-Risk students, families sometimes struggle supporting their children outside of the school environment. **Root Cause:** Low socio-economic factors cause distress on families.

Student Achievement

Student Achievement Summary

In 2020, Goliad's rating of F was carried over from the previous year due to COVID. We primarily use AEIS, TAPR reports, STAAR, MAP, and NSGRA data scores to discern strengths and needs. In addition, classroom teachers consistently use running/reading records, Next Steps in Guided Reading assessments and MAP tests to determine student success throughout the year. Campus administrators meet regularly with grade-level teachers to review student progress and discuss areas of need. Instructional and financial adjustments are made as necessary and appropriate.

Title I Instructional Aides and 2 Title 1 teachers are used in every grade level according to student need. In most cases, aides and LLI teachers work to support the RTI process in order to pull small groups and provide interventions.

Our teachers regularly incorporate balanced literacy and Math Solutions strategies.

Student Achievement Strengths

SAISD has written its own curriculum which is in use at Goliad. Teachers supplement the district's curriculum with web-based resources and other technology tools.

- Goliad's attendance rates for the past four years have been above the state and district averages.
- Grade 3 Math STAAR passing rate of 67%
- Grade 5 Science White passing rate of 74%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not meeting Growth Expectations for Guided Reading, IStation, MAP or STAAR. **Root Cause:** Students are not transferring knowledge and are not tracking their own progress to see purpose in the learning.

School Culture and Climate

School Culture and Climate Summary

School culture and climate plays an important role in the success of academic achievement. The Learner Profile focus will continue to be implemented as a goal this year. Goliad will increase parent involvement on campus by providing more opportunities for parents to be involved virtually and increase communication of these opportunities through Remind, Dojo, a newsletter. Goliad has added two events in the Fall semester. Goliad will continue to highlight the importance of literacy allowing our parents to participate in reading activities with their children. Virtual opportunities for parents to participate will be held this year due to COVID, such as Virtual Open House.

PLCs will stress the importance of teachers communicating with parents about their children's academic progress. The office staff will continue to be friendly and inviting to all that come to the front office.

We want to communicate the importance of providing the students with a safe place to learn. This would include a bully-free atmosphere, safe from outside influences, and weather conditions with least one safety drill and safety walk conducted each month.

This year's theme will be camping. There will be school-wide literacy activities that incorporate this theme.

School Culture and Climate Strengths

Raptor system to check for all sex offenders

Policy of only people on e-school pick-up list can eat with their child and no one else

Police officers that walk the campus to ensure safety

Locking doors and gates of the buildings

Wearing name tags

Monthly safety drills

Starbase Program for 5th graders

PTO

5th grade Student Leadership Team

Student-led Live Morning Show

After school Robotics Club

Tea parties with Nurse Katie and Counselor Taylor

Book Clubs

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We are shifting from teacher-led learning to student-led learning. **Root Cause:** Historically schools have been predominantly teacher-led.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SAISD has a reputation for hiring and retaining exceptionally talented and dedicated employees; Goliad is an extension to that rule. As previously stated, a majority of the teachers are ESL-certified; two are Bilingual-certified. We have a total of 6 teachers who are bilingual. We also have two office aides, a counselor, and three instructional aides that are bilingual as well. This allows us to communicate with our students' parents, many of whom are not native English speakers. All teachers and instructional aides are considered "highly qualified" according to No Child Left Behind (NCLB) standards.

Teacher Experience Report – Current Year

	2019-2020
Beginning Teachers	3
1 – 5 Years Experience	13
6 – 10 Years Experience	3
11 – 20 Years Experience	9
Over 20 Years Experience	2

Staff Quality, Recruitment, and Retention Strengths

- ESL certified teachers
- Retention of quality teachers
- Hiring of gifted, dedicated, motivated teachers
- Regular grade level planning time and weekly data meetings with campus administration
- Professional Learning– current, relevant, and teacher-requested
- Added Hispanic staff members who are bilingual

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Over the years, the number of highly qualified applicants has dwindled **Root Cause:** Applicants are scarce due to competitive salary rates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All teachers in Kindergarten through fifth grade are implementing balanced literacy components where they are progress monitoring students and their reading abilities. We are utilizing our Scholastic coach & IC to support the implementation of the new curriculum. As a campus, we are continuing to utilize data to drive instruction. Teachers set goals and share with other grade levels holding themselves accountable for reading progress. During campus data dig days and weekly PLCs, teachers have conversations with the Instructional Coach and principals to analyze data (MAP, NSGRA, previous STAAR results, guided reading, and math tracking sheets, running records, etc.).

We are also using Math Solutions training opportunities and grade level coaching days to strengthen our math instructional strategies. Teachers are using number talks to encourage students to notice, wonder, and use talk moves to clarify and extend their thought processes. Through vertical team meetings, teachers share grade-level concepts and implementation of Math Solutions has been shared with lower grade levels. Teachers across grade levels are visiting each other to see how common concepts increase in difficulty.

Curriculum, Instruction, and Assessment Strengths

Balanced Literacy with a major strength being Guided Reading with NSGRA assessments guiding small group instruction.

Data-driven instruction guide conversations facilitated by the instructional coach and principals

Relationship building through Capturing Kids' Hearts to gain trust in order to maximize learning potential

Math Solutions Implementation

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are fine tuning the use of the new curriculum. **Root Cause:** This is year two implementation of a new curriculum with new ELAR TEKS.

Parent and Community Engagement

Parent and Community Engagement Summary

We at Goliad Elementary strongly believe in home/school collaboration. The home-to-school connection increases the future success of our students, therefore, we plan parent involvement activities to encourage parents to be involved in their child's education. PLCs will stress the importance of teachers communicating with parents about their children's academic progress. Staff is welcoming and supportive of parents and their needs. We also encourage parents to participate in Volunteers In Public Schools (VIPS), and invite parents to serve on our Site-Based Decision Making (SBDM) team. Some of our parents are not native English speakers; their primary language is Spanish. Therefore, when needed parent meetings are conducted in both languages, and communication home (newsletters, class notes, etc.) are printed in both languages. Goliad has established a PTO which meets monthly.

Parent and Community Engagement Strengths

Parent Involvement

- Quality, highly attended parent involvement activities such as Open House, Grandparents' Week, music program, movie nights, downtown library night, Goliad Express event, and take-home books will be incorporated as much as possible with COVID safety regulations in place.
- High number of volunteer hours from PTO
- Home Access - allows parents web-based access to their children's grades
- Collaboration, partnering, and communication with parents through phone calls, conferences, email, Dojo, Remind, and informational meetings
- School Service Worker
- Campus Remind
- E-news letter

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lack of participation from some parents primarily from single working parents. **Root Cause:** Economic barriers based on work schedules sometimes interferes with parents being able to participate in school activities.

School Context and Organization

School Context and Organization Summary

This campus has an average of 502 students in grades PK-5. ELAR has 120 minutes and Math has a minimum of 90 minutes a day for Tier I instruction. Tier II and Tier III instruction may be provided by the classroom teachers, instructional coach, special education teacher, LLI trained teachers, instructional aides, or ELL interventionist. Rtl groups are formed and adjusted dependent on student needs.

Each grade level and subject has a horizontal and vertical professional learning community to help align instruction and improve communication. In addition to PLCs, there is a campus site-based committee and campus leadership committee. The campus has school-wide procedures to ensure the school maintains safety as its top priority.

School Context and Organization Strengths

Goliad has an average of 500 students in Kindergarten through fifth grade. ELAR schedules are based on the district guidelines for implementing the new Fountas and Pinnell curriculum. We utilized our two support teachers and ELL interventionist to pull LLI groups to close gaps in reading achievement in grades one through five. A minimum of 90 minutes is required for math instruction, but more time was built in for grades three through five.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers are continuing to master the content of the new curriculum. **Root Cause:** New and changing curriculum/programs have been a hinderance to implementing ELAR instruction.

Technology

Technology Summary

We recognize the fact that our students are increasingly “techno-savvy,” and that we must infuse our lesson plans and other daily activities with a variety of technology in order to fully engage them. The use of technology also assists in meeting the needs of our non-traditional learners.

We have multiple Chrome carts and iPads available to students. Teachers expose students to a variety of apps to use to complete assignments and extend their learning. (Seesaw, Flipgrid, Google classroom, Padlets, QR codes, Kahoots, etc.)

We have Schoology, a STEAM lab that will incorporate Robotics, and other hands-on learning opportunities.

Technology Strengths

- Have over 100 iPads utilized in K- 2 classrooms
- Google products are utilized in all settings
- Smartboards, Elmos, InFocus projectors, flat-screen TVs, and other devices in each classroom
- Staff completion of Technology Proficiency Levels 1, 2, and 3
- Use of web-based information management systems and curriculum aides
- over 100 Chromebooks on campus

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all teachers feel comfortable using technology. **Root Cause:** Ever changing technological advancements cause a learning curve for some teachers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions




Goals






Goal 1: Provide student achievement at the highest levels.

Performance Objective 1: By 2020-2021, the campuses will meet all standards according to the Texas Education Agency, and the achievement gap among the sub-population groups will be continually reduced on the STAAR.

Evaluation Data Sources: Increase STAAR Spring 2020 results.

Summative Evaluation: None

Strategy 1: Implement TRS for Math and Science and the District Curriculum Framework utilizing Fountas and Pinnell Classroom and Scholastic Guided Reading as resources in order to provide all aspects of Comprehensive Literacy in each K-5 Humanities Classroom. Strategy's Expected Result/Impact: Improved student success and engagement with reading. Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Feb	May	May
Strategy 2: Provide time for teachers to design daily lesson plans with clear objectives, time allotments, differentiation, and formative assessments, Strategy's Expected Result/Impact: Campus-Wide Common Lesson Plan Templates Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov 	Feb	May	May
Strategy 3: Provide time and training on teachers tracking student data and students tracking their own data to inform future instruction. Strategy's Expected Result/Impact: PLCs and Data Digs Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Feb	May	May

Strategy 4: Provide teachers weekly lesson plan feedback on common lesson plan template. Strategy's Expected Result/Impact: Thursday lesson plan feedback - feedback loop Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Feb	May	May
Strategy 5: Provide time, support, and resources in order to re-teach objectives to mastery. Strategy's Expected Result/Impact: Teacher tracking devices of formative assessments Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Students graduate from San Angelo ISD college and career ready.

Performance Objective 1: Student performance at "Meets Grade Level" and "Masters Grade Level" will increase for all students and all sub-populations by 5% annually.





Evaluation Data Sources: STAAR performance data - Domain 1 & 3

Summative Evaluation: None

Strategy 1: Create an environment of high expectations with focus placed on advanced performance rather than pass/fail Strategy's Expected Result/Impact: Student performance on STAAR, benchmarks, and curriculum Staff Responsible for Monitoring: Principal, IC, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Utilize instructional aides and Intervention Teachers to target students for Math, Reading, and Writing intervention. Strategy's Expected Result/Impact: LLI Schedule and Instructional Aide Schedule Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 3: Train and provide support for teachers in designing lessons that make connections between student interests, experiences and content objectives. Strategy's Expected Result/Impact: lesson plans and observations, student performance on the STAAR, MAP, benchmarks, NSGRA. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs and goals adopted by the Board.

Performance Objective 1: A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district.

Strategy 1: Oversee campus budgets-Federal, State, and Campus. Strategy's Expected Result/Impact: Approved and balanced budgets. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Follow ESSA guidelines - School Report Card dissemination Strategy's Expected Result/Impact: Copy of letter and date letter sent to parents Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 3: Annually review and maintain a facilities and maintenance punch list. Strategy's Expected Result/Impact: Forward Maintenance Crew Reports Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 4: Update technology and equipment to reflect needs of campus. Strategy's Expected Result/Impact: Updated Equipment, Purchase Orders Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve communications between the district and all stakeholders.

Performance Objective 1: Provide a network of communication avenues available to the district's constituents.

Evaluation Data Sources: Communication opportunities at the campus and district level will be readily available to all stakeholders. The district and campuses will provide a variety of effective means of communication in an attempt to keep everyone informed. The district and campuses will solicit input from stakeholders at all appropriate opportunities.

Summative Evaluation: None

Strategy 1: Continue the following parent, teacher, and student activities to accommodate transition from all feeder schools to receiving schools: * Parent and student orientations * Transition from early childhood/elementary/middle school * Course catalog presentations for staff, parents, and students * Student orientation and campus tours Strategy's Expected Result/Impact: Agenda and sign-in sheets for transition meetings, campus newsletters, copies of news articles Staff Responsible for Monitoring: Principal, Asst Principal, Counselor, Counselors from Feeder Middle School Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Provide verbal and/or written information in a form and language that can be understood by parents Strategy's Expected Result/Impact: Information printed in both languages Staff Responsible for Monitoring: Principal, Asst Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 3: Solicit parent involvement with personal invitation to participate and serve on campus committees/after-school enrichment clubs Strategy's Expected Result/Impact: Invitations, sign-in sheets, parent compacts, and Parental Involvement Policies Staff Responsible for Monitoring: Principals, Asst Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 4: Continue the communication structure established at our campus, including the following methods: * Campus Site-Based Decision Making Committee * Use of Remind and SwiftK12 to send mass texts and emails * Posting information on School and Faculty Website * Posting on Goliad's Facebook and Twitter Strategy's Expected Result/Impact: Sign-in sheets, agendas, and minutes Staff Responsible for Monitoring: Principal, Librarian Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	May	May



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: Secure and retain an effective staff that is reflective of and responsive to the district's student body.

Performance Objective 1: The district will be able to hire and retain quality staff by offering competitive salaries and high quality opportunities for personal targeted growth based on student needs.

Evaluation Data Sources: T-TESS, STAAR

Summative Evaluation: None






Strategy 1: Provide training on the district curriculum and effective use of programs and resources. Strategy's Expected Result/Impact: Professional learning sign-in sheets, walkthroughs Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Provide professional learning to staff members on implementing district focuses (Scholastic and Math Solutions). Strategy's Expected Result/Impact: Professional learning sign-in sheets, walkthroughs Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach	Reviews			
	Formative			Summative
	Nov	Feb	May	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: Secure and retain an effective staff that is reflective of and responsive to the district's student body.

Performance Objective 2: Build instructional leadership capacity through targeted professional learning . teacher-led committees, and district level support of T-TESS implementation.

Evaluation Data Sources: T-TESS, T-PESS, and STAAR

Summative Evaluation: None

Strategy 1: Provide teachers with sustained, professional learning to address the learning needs of all students through PL Design Days, PLCs, and Vertical Alignment Meetings. Strategy's Expected Result/Impact: Professional learning sign-in sheets, walkthroughs Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach	Reviews			
	Formative			Summative
	Nov 	Feb	May	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: Sustain a safe and secure environment.

Performance Objective 1: Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan.

Evaluation Data Sources: A comprehensive long-range safety plan is in place.

Summative Evaluation: None

Strategy 1: Evaluate culture and climate on campus Strategy's Expected Result/Impact: With a positive culture and climate, the staff will exhibit positive work habits that supports educational goals as well as make connections with parents and other stakeholders valuable to the educational process. Staff Responsible for Monitoring: Principal and Assistant Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 2: Review and revise Campus Emergency Operations Plan Strategy's Expected Result/Impact: Emergency Operations Plan in place, successful drills Staff Responsible for Monitoring: Principal, Asst Principal, Counselor, and Secretary	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 3: Conduct campus security assessments and safety checks Strategy's Expected Result/Impact: Documentation that threat assessments and safety checks have been completed Staff Responsible for Monitoring: Principal, Asst Principal, and Campus Safety Committee	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 4: Certify designated first responders on each campus in CPR and First Aid Strategy's Expected Result/Impact: Record of certifications earned by personnel designated in campus crisis plans Staff Responsible for Monitoring: Campus Nurses, Asst Principal, and Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 5: Provide training for all students and staff in recognition and prevention of harassment including: disability, sexual, dating violence, child abuse reporting, and bullying. Follow Board Policy when addressing these issues. Strategy's Expected Result/Impact: Through documentation of training and monitoring of the CNA, students and staff members will be able to identify and report harassment in accordance with district policy. Staff Responsible for Monitoring: Counselor, Nurse, Assistant Principal, and Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May
Strategy 6: Train all staff on a full continuum of behavioral intervention strategies (MTSS) and train specific staff members on restraint protocol in accordance with the law (Required by Texas Behavior Support Initiative -- SB 1196). Strategy's Expected Result/Impact: Through professional learning on CKH, MTSS, and CPI the staff will be able to implement appropriate behavior supports in the classroom to prevent behavior through a positive environment for all students. Staff Responsible for Monitoring: Principal and Assistant Principal	Reviews			
	Formative			Summative
	Nov	Feb	May	May





No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Goliad Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1992111911330P11	6125 Salary Support - Locally Defined	\$30,775.00
1992321911330S11	6129 Salaries or Wages for Support Personnel	\$22,654.00
6100 Subtotal:		\$53,429.00

Personnel for Goliad Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda DeHoyos	Instructional Aide	SCE	1.0
Dudra Butler	School Service Worker	SCE	.51
Jackelyn Evatt	EL Student Support Teacher	SCE	.50

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Bishop	Instructional Coach	Title I, Part A	1.0
Cassandra Carson	Instructional Aide	Title I, Part A	1.0
Terri Young	Literacy Support Teacher	Title I, Part A	1.0

Addendums