

GOODRICH ISD

District Improvement Plan

2024/2025

Empowering All Students to Pursue Excellence!



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

10/24/2024

GOODRICH ISD

Mission

Goodrich ISD Mission Statement:

...Ensuring all students are college, career, or military-ready citizens of exemplary character...

Beliefs:

Respect all stakeholders

Value instructional time

Make decisions collaboratively

Provide positive affirmations/words of encouragement

Maintain high expectations for all

Champion student-centric decision making

Value reflective practices

Support data-driven decision making

Celebrate success

Provide a safe environment

Respect diversity

Vision

*Goodrich ISD Vision Statement:
Empowering All Students to Pursue Excellence!*

Nondiscrimination Notice

GOODRICH ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source
FTE	Federal
State Grant	State

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- Goal 1.** Academic Achievement: Academic Achievement: Goodrich ISD will ensure that students achieve at high academic levels and maintain high scholastic standings.
- Objective 1.** Ensure that principals provide teachers with servant instructional leadership support to heighten their effectiveness and increase instructional rigor (lessons, instructional activities, questioning strategies, and assessments) in the classroom by utilizing evidence-based/21st-century instructional practices that promote critical thinking, problem-solving, collaboration, communication, and leverage the use of technology application & digital tools to enhance student learning.
 - Objective 2.** Work in partnership with the campus principals & instructional coach to increase the district's overall STAAR scores at the MEETS performance standard through intentional lesson planning, vertically aligning the curriculum, RTI, and utilizing teacher-made test(s), unit tests and NWEA map to actively monitor and track student performance/growth, teacher effectiveness, and make necessary instructional adjustments.
 - Objective 3.** Ensure that all students are provided with high-quality learning experiences continually, to make certain they acquire the knowledge and skills necessary to achieve the learning objectives of the course by providing meaningful professional development focused on evidence-based learning, increasing the instructional rigor in all classes through focusing on critical thinking/problem solving, emphasizing vocabulary development, writing across the curriculum, and balanced literacy.
 - Objective 4.** Work in partnership with the campus principals and our instructional coach to provide accelerated and extended learning opportunities to support students' academic growth, progress, and success in order to close performance gaps and address areas of weakness (NWEA Map/Student Success Initiative) through providing remediated instruction in preparation for the next STAAR/STAAR EOC administration.
 - Objective 5.** Provide all students with the technological equipment necessary to ensure career readiness and instructional engagement.
 - Objective 6.** (HB3 Board Goals) Maintain a focus on the GISD Board Goals/Targets in 3rd-grade reading, as well as CCMR targets for our seniors.
- Goal 2.** Efficient and Effective Operations: Allocate resources in an efficient manner to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget, and be transparent in regard to financial reporting.
- Objective 1.** Be fiscally responsible by means of following district protocol as per the business manager in regard to maintaining an accurate/well balanced budget, safekeeping financial records, approving requisitions as required, and utilizing budgetary funds for instructional materials for students and meaningful professional development for teachers.
 - Objective 2.** Apply for educational technology grants/contact donors to acquire new/updated technology for district teachers and students. Work with principals and teachers to integrate and leverage technology in the classroom by providing them with research-based tools and instructional websites to use as a resource to enhance student learning.
 - Objective 3.** Conduct a long-range facility needs to study and develop a plan based on the findings and necessary ongoing renovations to preserve/upkeep the auditorium and upper elementary and middle school building including foundation repairs and electrical rewiring, etc.
 - Objective 4.** Develop a long-term financial plan for the district with specific annual and long-range goals.
 - Objective 5.** Goodrich ISD principals and essential staff will have the support and resources necessary to successfully fulfill their job tasks and responsibilities.

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Goal 3. Community Engagement & Open Communication: Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct, and courteous.

Objective 1. Maintain open lines of communication with all school stakeholders via multiple mediums.

Objective 2. Increase the number of parent volunteers and school/community engagement activities.

Objective 3. Increase opportunities for community members to participate in Goodrich ISD activities and events.

Goal 4. Human Capital: Recruit and retain the highest quality of employees.

Objective 1. Recruit, develop, retain, and support teachers through servant leadership practices in order to lower the district's teacher turnover rate.

Objective 2. Identify opportunities for recruitment of staff in order to fill vacancies with high-quality/highly qualified applicants.

Goal 5. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

Objective 1. Implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

Objective 2. Identify opportunities to increase attendance rates for both students and staff.

Objective 3. Maintain a school community with learning environments that are safe, orderly, and conducive to student learning.

Objective 4. Maintain safe and secure schools.

Objective 5. Conduct Emergency Operations Procedures (EOP) drills, regularly, at each campus to ensure that all students, faculty, and staff are adequately prepared and can react quickly in the event of an emergency situation.

Objective 6. Ensure that all staff members are adequately trained in Mental/Behavioral Health Awareness and Substance Abuse Prevention.

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Objective 1. Ensure that principals provide teachers with servant instructional leadership support to heighten their effectiveness and increase instructional rigor (lessons, instructional activities, questioning strategies, and assessments) in the classroom by utilizing evidence-based/21st-century instructional practices that promote critical thinking, problem-solving, collaboration, communication, and leverage the use of technology application & digital tools to enhance student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. Work in partnership with the Professional Service Provider (PSP), campus principals, and teachers during district planning meetings to analyze student performance data in order to actively monitor/track student progress, gauge teacher effectiveness, discuss instructional adjustments & student interventions in order to identify, target, and address student/student group weaknesses: Economically Disadvantaged, At-Risk, ESL/ELLS, and SPED students: 2023-2024 STAAR/STAAR EOC areas of focus: ALL subject areas with a profound emphasis on Reading & Writing, and Math. (Title I SW: 1,2,3,5,8,9) (Title I TA: 1,2,3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,6,7)</p>	Principal(s), Superintendent	May 2024	(S)Local Funds	<p>Summative - Teachers must consistently have access to current student performance reports/data to address areas of weakness.</p> <p>Increase the district percentage of Economically Disadvantaged, At-Risk, ESL/ELL, and SPED students passing the STAAR/STAAR EOCs at the MEETS Performance Standard (the first time taken) in Math & Reading and all other assessed subject areas.</p>
<p>3. Work with the PSP and principals to provide teachers with ongoing opportunities to attend meaningful professional development workshops centered around district priorities/student needs (GT, SPED, ESL/ELLS, CTE, Balanced Literacy, ELAR, Writing, etc.) at the local ESCs and institutions of higher learning that will allow them to develop their instructional practices. In addition, work collaboratively to ensure that all campus initiatives such as Balanced Literacy, Accelerated Reader (AR), Writing Across the Curriculum (WAC), etc. are implemented with fidelity. (Title I SW: 1,2,3,4,10) (Title I TA: 1,3,4,5,6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,7)</p>	Principal(s), Superintendent	May 2024	(S)Local Funds	<p>Summative - Ample opportunities provided for teachers to attend meaningful professional development (in/out of district) training(s)/workshops centered around district priorities, student needs, and specific content areas at the local ESC, etc. Evidence of instructional rigor/relevancy in lessons classroom assignments/activities through conducting observations. An increase in student-group and overall student performance at the MEETS standard in Math & Reading and all other STAAR/STAAR EOC tested areas.</p>

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Objective 1. Ensure that principals provide teachers with servant instructional leadership support to heighten their effectiveness and increase instructional rigor (lessons, instructional activities, questioning strategies, and assessments) in the classroom by utilizing evidence-based/21st-century instructional practices that promote critical thinking, problem-solving, collaboration, communication, and leverage the use of technology application & digital tools to enhance student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Ensure that campus principals are actively monitoring the instructional program through conducting classroom observations to provide teachers with valuable feedback on an on-going basis in regards to their instructional practices, level of rigor/relevance, critical thinking/problem solving, and implementing research based/21st-century pedagogy into their lessons/classroom activities. (Title I SW: 1,2,3,4,5) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,7)</p>	Principal(s), Superintendent	May 2024	(S)Local Funds	Summative - Utilize the T-Tess rubric to evaluate teacher performance/effectiveness, and provide them with on-going meaningful feedback in regards to their instructional practices/heightening their effectiveness. All teachers should be rated as proficient or above in each domain/dimension. Evidence of research based/21st-century instructional practices being utilized in the classroom via classroom walkthroughs & formal observations.
<p>5. Analyze student performance data via NWEA MAPS and DMAC and disseminate all information to teachers in a timely manner. Train principals and all teachers on how to run data analysis reports via DMAC and disaggregate student performance data to create/sustain a data-driven culture across the district. Ensure that district planning/data analysis meetings are conducted in a professional/strategic manner and are centered around student growth and continuous progress. DMAC data analysis reports shall be accurately scanned into the database to ensure an accurate measure/record of student achievement and the target area of student performance for all Goodrich ISD students is at</p>	Principal(s), Superintendent	Per district/state assess cycle/grading period	(S)Local Funds	Summative - An increase in the percentage of student growth and close performance gaps.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
the (MEETS) performance standard. (Title I SW: 1,2,3,4,5,8) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,7)				
6. Utilize student assessment data to make informed instructional decisions, adequately monitor student progress, identify/target/address areas of weakness, and advance /fortify areas of strength in order to ensure student growth and close performance gaps. (Title I SW: 1,2,5,8) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,7)	Principal(s), Superintendent	Per assessment cycle	(S)Local Funds	Summative - Annual student growth and progress as per their STAAR scores, and an increased percentage in student performance in all subject areas at the (MEETS) performance standard.
7. Identify ESL students who have the greatest need (Beginning and Intermediate levels of English proficiency) and provide them with ample time for ESL instruction (inclusion and pull-out program). Teachers will be required to differentiate instruction for ESL students via Imagine Learning in order to have them demonstrate growth on TELPAS tests when compared to the previous school year. (Title I SW: 1,2,3,4,5) (Title I TA: 2,5) (Target Group: ESL) (Strategic Priorities: 4) (CSFs: 1,7)	Principal(s), Superintendent	Each six-weeks/May 2024	(F)FTE, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - ESL students will meet the ELP Target for Domain 3, Closing the Gaps

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Objective 2. Work in partnership with the campus principals & instructional coach to increase the district's overall STAAR scores at the MEETS performance standard through intentional lesson planning, vertically aligning the curriculum, RTI, and utilizing teacher-made test(s), unit tests and NWEA map to actively monitor and track student performance/growth, teacher effectiveness, and make necessary instructional adjustments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work in partnership with the Professional Service Provider (PSP), campus principals, and teachers during district planning meetings to engage in reflective dialogue analyze student performance data in all assessed grade level/courses, especially Reading (at grades 3-7)/Writing and English in order to actively monitor/track student progress, gauge teacher effectiveness, discuss instructional adjustments & student interventions, identify, target, and address student/student group weaknesses in order to heighten student success Reading/Writing & English. (Title I SW: 1,2,3,4,5,8) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,7)	Principal(s), Superintendent	May 2024	(S)Local Funds	Summative - Increase the district percentage of all students passing the STAAR/STAAR EOCs at the MEETS Performance Standard (the first time taken) in Reading & English in all assessed grade levels.

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Objective 3. Ensure that all students are provided with high-quality learning experiences continually, to make certain they acquire the knowledge and skills necessary to achieve the learning objectives of the course by providing meaningful professional development focused on evidence-based learning, increasing the instructional rigor in all classes through focusing on critical thinking/problem solving, emphasizing vocabulary development, writing across the curriculum, and balanced literacy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize the T-TESS rubric to evaluate teacher performance, engage in reflective dialogue, and provide them with ongoing meaningful feedback in regards to their instructional practices in order to heighten their effectiveness.</p> <p>2023-2024 T-TESS Observations: Formal and Informal (*As many as deemed necessary by the campus principal.) Informal (3 to 4): At least 3 to 4 Classroom Walkthroughs will be conducted on every teacher. Formal (2): 1 Unannounced and 1 Announced Formal Observation will be conducted on every teacher. (Title I SW: 2,3,4,5) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,4,7)</p>	Principal(s), Superintendent	May 2024	(S)Local Funds	Summative - Formative/Summative: All teachers should be rated as proficient or above in each T-TESS domain/dimension.
<p>2. Utilize LASO grant funds to purchase and implement Eureka Math K-5, including training and resources provided to teachers through ESC Region 6.</p>	Principal(s), Superintendent	May 2024	(S)State Grant	Criteria: Implementation of Eureka Math and Amplify Reading.

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Objective 4. Work in partnership with the campus principals and our instructional coach to provide accelerated and extended learning opportunities to support students' academic growth, progress, and success in order to close performance gaps and address areas of weakness (NWEA Map/Student Success Initiative) through providing remediated instruction in preparation for the next STAAR/STAAR EOC administration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that all students who are unsuccessful on STAAR/struggling on district benchmarks are provided with adequate remediated instruction to ensure that they are prepared for the re-test/subsequent grade level STAAR test(s)/official STAAR/STAAR EOCs administered in the spring. (Title I SW: 1,2,9) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Principal(s), Superintendent	Each Semester/Grading Period	(S)Local Funds	Summative - An overall increase in the district percentage of all student passing the STAAR at the Approaches, Meets, or Masters satisfactory performance standard on all STAAR/STAAR EOCs.
2. Adopt updated science and CTE science instructional materials to achieve instructional goals in these areas.	Principal(s)	June 2024	(S)Local Funds	

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Goal 1. Academic Achievement: Academic Achievement: Goodrich ISD will ensure that students achieve at high academic levels and maintain high scholastic standings.

Objective 5. Provide all students with the technological equipment necessary to ensure career readiness and instructional engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that teachers are adequately trained in Google Classroom and all other adopted virtual learning platforms and methods for delivering high-quality online instruction. This will be conducted with fidelity in order to meet students' learning needs and the state curriculum requirements, known as the Texas Essential Knowledge and Skills or TEKS as per the grade level/course. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Core Subject Teachers, Principal(s), Superintendent, Teacher(s)	May 2024	(S)Local Funds	Criteria: T-TESS
2. Provide all (age-appropriate) students with equal access to Chromebooks and or hotspots (if needed) in order to ensure instructional continuity via distance/virtual learning as a result of COVID-19 in order to protect their health and safety and prevent the spread within the school community. (Target Group: All)	Principal(s), Superintendent, Teacher(s), Technology Director	May 2024	(S)State Grant	
3. Implement a district-wide attrition plan to first replace outdated student laptops and then outdated Chromebooks with new Chromebooks on a 5-year rotating basis.	Principal(s), Superintendent	June 2024	(S)Local Funds	
4. Update functional Chromebooks for Art Class and update Middle School computer lab computers. (Target Group: All)		Spring 2025		

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Goal 1. Academic Achievement: Academic Achievement: Goodrich ISD will ensure that students achieve at high academic levels and maintain high scholastic standings.

Objective 6. (HB3 Board Goals) Maintain a focus on the GISD Board Goals/Targets in 3rd-grade reading, as well as CCMR targets for our seniors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate board goals into routine planning through ongoing PLCs. (Target Group: 3rd,12th)	Core Subject Teachers, Principal(s), Superintendent	May 2024	(S)Local Funds	Criteria: evidenced within weekly PLC Minutes

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Goal 2. Efficient and Effective Operations: Allocate resources in an efficient manner to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget, and be transparent in regard to financial reporting.

Objective 1. Be fiscally responsible by means of following district protocol as per the business manager in regard to maintaining an accurate/well balanced budget, safekeeping financial records, approving requisitions as required, and utilizing budgetary funds for instructional materials for students and meaningful professional development for teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Appropriately use all budgetary funds by ensuring expenditures align with district/campus goals & needs. (Title I SW: 1,2,4,5,10) (Title I TA: 1,5,6,8) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3)	Superintendent	May 2024	(S)Local Funds	Summative - Maintaining a balanced district budget, and receiving an (A=Superior Rating) Financial Integrity Rating System of Texas (FIRST) by the Texas Education Agency for the 2022-2023 School Year.
2. Budgetary funds will be allocated for instructional materials/resources, teacher professional development, and rooted in district/campus priorities/goals in order to enhance learning opportunities for students and provide guidance in planning/preparing for the 2023-2024 school year. (Title I SW: 1,2,3,4,5,10) (Title I TA: 1,2,4,5,6,8) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,3,6,7)	Superintendent	May 2024	(S)Local Funds	Summative - Maintaining a balanced district budget, and receiving an (A=Superior Rating) Financial Integrity Rating System of Texas (FIRST) by the Texas Education Agency for the 2022-2023 School Year.

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Goal 2. Efficient and Effective Operations: Allocate resources in an efficient manner to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget, and be transparent in regard to financial reporting.

Objective 2. Apply for educational technology grants/contact donors to acquire new/updated technology for district teachers and students. Work with principals and teachers to integrate and leverage technology in the classroom by providing them with research-based tools and instructional websites to use as a resource to enhance student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Be resourceful by means of searching for, applying for, and writing technology grants in order to ensure that students, faculty, and staff are provided the best available technology devices/tools to heighten learning experiences. Move toward becoming a 1:1 district. (Title I SW: 1,2) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Principal(s), Superintendent	Monthly	(S)Local Funds	Summative - Replacing all outdated technology with updated/enhanced devices that work efficiently and effectively.

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Goal 2. Efficient and Effective Operations: Allocate resources in an efficient manner to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget, and be transparent in regard to financial reporting.

Objective 3. Conduct a long-range facility needs study and develop a plan based on the findings and necessary ongoing renovations to preserve/upkeep the auditorium and upper elementary and middle school building including foundation repairs and electrical rewiring, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Closely monitor/assess needs, report to the school board, and make recommendations in order to maintain the upkeep of all district facilities. (Title I SW: 1) (Target Group: All) (CSFs: 3,6)	Superintendent	Weekly/Monthly	(S)Local Funds	Summative - Maintain the beautification and preservation of all district building structures and facilities.
2. Maintain and upgrade Ag facilities. (Target Group: CTE)	Principal(s), Superintendent	Ongoing	(S)Local Funds	
3. Consider installing hand sink in Art classroom. (Target Group: All)		Ongoing		
4. Consider installing water fountain in Science building. (Target Group: All)		Ongoing		

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Goal 2. Efficient and Effective Operations: Allocate resources in an efficient manner to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget, and be transparent in regard to financial reporting.

Objective 4. Develop a long-term financial plan for the district with specific annual and long-range goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a balanced district budget that does not overextend allocated funds in accordance with the approved yearly budget. (Target Group: All)	Superintendent	Monthly	(S)Local Funds	Summative - Maintaining a balanced budget for the 2022-2023 school year, receiving an (A-Superior Rating) for the FIRST Rating provided by the Texas Education Agency.

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Goal 2. Efficient and Effective Operations: Allocate resources in an efficient manner to facilitate quality learning experiences. We will be fiscally responsible, maintain a well-balanced district budget, and be transparent in regard to financial reporting.

Objective 5. Goodrich ISD principals and essential staff will have the support and resources necessary to successfully fulfill their job tasks and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that all essential staff members have the support and resources necessary to efficiently and effectively carry out all job tasks and responsibilities with excellence and diligence. (Title I SW: 1,2,9,10) (Target Group: All)	Superintendent	Monthly	(S)Local Funds	Summative - Summative - Departmental and leadership efficiency and effectiveness.

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Goal 3. Community Engagement & Open Communication: Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct, and courteous.

Objective 1. Maintain open lines of communication with all school stakeholders via multiple mediums.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize parent and guardian surveys to acquire input, garner support, and improve our district/schools. (Title I SW: 1,2,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Principal(s), Superintendent	Annually	(S)Local Funds	Summative - Gaining meaningful feedback from parents/guardians in order to better serve our schools, meet their child's individual needs, and strengthen school-community partnerships.
2. Welcome/provide parents with opportunities to be a part of the decision-making process to continuously build upon school/community and teacher/parent partnerships via the District and Campus Education Improvement Council(s). (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Principal(s), Superintendent	May 2024	(S)Local Funds	Summative - Increase parental involvement in the decision-making process, and strengthen school-community partnerships.
3. Increase communication pathways for parents and community members to learn about engagement opportunities by maintaining up to date district/campus websites with TEA required postings, pertinent school information, and openly communicate with parents on an ongoing basis by utilizing Facebook, Thrillshare Rooms, Email, School Messenger, Parent Letters, Surveys etc. (Title I TA: 7) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 5)	Principal(s), Superintendent	Monthly	(S)Local Funds	Summative - Increased parental involvement, attendance, and participation in campus and district activities/events by providing them with ongoing information via multiple mediums throughout the school year.
4. Utilize social media in order to share information with parents and community about special and ongoing events in the district. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Principal(s), Superintendent	May 2024	(S)Local Funds	Summative - Keeping the school community engaged and informed of all district/campus activities and events in order to increase parental involvement/attendance.
5. Host annual school events such as Back-to-School Parent-Guardian-Student Meetings,	Principal(s), Superintendent	Annually	(S)Local Funds	Summative - Welcoming parents into the school community in order

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Objective 1. Maintain open lines of communication with all school stakeholders via multiple mediums.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Back-to-School Night/Open House, College/Career Fair, Muffins with Mom, Donuts with Dad, Grandparents Day, Book Fairs, Homecoming Tailgate, Fall Festival, Elective Nights, Health Fair, Award Ceremonies, Family Fun Nights and Trunk-or-Treat, etc. (Title I SW: 1,2,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)				to increase parental involvement/engagement and student-school connectedness.
6. Ensure that all essential staff members have the support and resources necessary to efficiently and effectively carry out all of the tasks and responsibilities that their role entails with excellence and diligence. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3)	Superintendent	Daily/Monthly	(S)Local Funds	Summative - Departmental and Leadership efficiency.
7. Review Parent and Family Engagement Policy ESSA Section 1116 annually.		Annually		

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Goal 3. Community Engagement & Open Communication: Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct, and courteous.

Objective 2. Increase the number of parent volunteers and school/community engagement activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Welcome parents into the school community, seek their input/involvement in the decision-making process and establish/host more school-community events. (Title I SW: 1,2,6) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Principal(s), Superintendent	Monthly	(S)Local Funds	Summative - Annually host more school-community events to increase parental involvement.
2. Coordinate activities such as career day where community and guest speakers come and share information about various careers with students. (Target Group: All)	Counselor(s), Principal(s)	Annually	(S)Local Funds	
3. Create a parent/volunteer pool for home/community/school partnerships. (Target Group: All)	Principal(s)	Annually		
4. Improve middle school parent involvement by extending the FOG (Friends of Goodrich) onto the secondary campus. (Target Group: 6th,7th ,8th)	Principal(s)	Ongoing	(F)Title I	

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Goal 3. Community Engagement & Open Communication: Provide a variety of opportunities for parents and community members to be active, collaborative partners. As a school community, we will maintain open communication via multiple mediums that are transparent, clear, concise, correct, and courteous.

Objective 3. Increase opportunities for community members to participate in Goodrich ISD activities and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with parent organizations FOG to implement new and host more school community events. (Title I SW: 1,2,6) (Title I TA: 7) (Target Group: All) (CSFs: 5)	Principal(s), Superintendent	Monthly	(S)Local Funds	Summative - Host more school-community events as a district, annually.

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Goal 4. Human Capital: Recruit and retain the highest quality of employees.

Objective 1. Recruit, develop, retain, and support teachers through servant leadership practices in order to lower the district's teacher turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that all (100%) Goodrich ISD teachers are highly qualified in their subject area. (Title I SW: 1,2,3,5) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,7)	Principal(s), Superintendent	Each-six weeks	(S)Local Funds	Summative - SBEC Certificates & Credentials
2. Support teachers through servant leadership practices (The servant-leader is a servant first) in all aspects of the school leadership: organizational, instructional, and addressing student discipline. (Title I SW: 1,2) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7)	Principal(s), Superintendent	Daily	(S)Local Funds	Summative - Survey/Questionnaire Results. An overall increase in teacher retention from year-to-year.
3. Ensure that all teachers have access to the instructional materials and resources to efficiently and effectively do their job. Provide (on-going) meaningful professional development opportunities to staff in order to support struggling student groups and enhance the level of instructional rigor in each classroom. Introduce new curriculum implementation strategies prior to the start of the school year. (Title I SW: 1,2,3,4,5) (Title I TA: 1,2,3,5,6)	Principal(s), Superintendent	Daily/Monthly/Each six weeks	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	Summative - An overall increase in faculty & staff retention from year-to-year. Also, an overall increase in student performance on STAAR at the MEETS performance standard for all tested subjects.
4. Implement a "Mentor/Buddy Teacher" Program to support teachers new to the profession/Goodrich ISD. (Title I SW: 1,2,3,5,9) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Superintendent	Each six-weeks	(S)Local Funds	Summative - Positive feedback from teachers who are new to the campus in regards to overall support from the principal and fellow colleagues. An overall increase in teacher retention from year-to-year.
5. Annually review the compensation plan to be market competitive.	Business Manager, Principal(s)	March 2025	(S)Local Funds	Criteria: Increase in employee retention.

GOODRICH ISD

Goal 4. Human Capital: Recruit and retain the highest quality of employees.

Objective 1. Recruit, develop, retain, and support teachers through servant leadership practices in order to lower the district's teacher turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Look for additional employee incentives/recognition opportunities in addition to teacher-of-the-month, recognize and celebrate outstanding attributes; Perfect Attendance Awards, post benefit brochure and TIA with salary schedule. Maintain consistency and communication in recognition of teacher of the month, identify teacher of the month parking spot with moveable sign.	Principal(s)	Ongoing	(S)Local Funds	Criteria: Improved climate/culture.

GOODRICH ISD

Goal 4. Human Capital: Recruit and retain the highest quality of employees.

Objective 2. Identify opportunities for recruitment of staff in order to fill vacancies with high-quality/highly qualified applicants.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend regional job fairs and partner with local college & universities and educator preparation programs to recruit and fill teaching vacancies with highly qualified teachers. (Title I SW: 1,2,3,5) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7)	Principal(s), Superintendent	Each six-weeks	(S)Local Funds	Summative - Ensuring that all teaching staff members are highly qualified/certified in their respective content areas, and lowering the teacher turnover rate from year-to-year at each campus.
2. Identify recruitment staff to fill vacancies post job vacancies through multiple methods: including job fairs, TASA website, ESC 6 website on the district website in a timely manner whenever there is a vacancy in the district, and work with the essential/business office staff to interview, select, and hire the best applicants to fill vacancies. (Title I SW: 1,2,3,5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6)	Business Manager, Principal(s), Superintendent	Monthly	(S)Local Funds	Summative - An overall increase in faculty & staff retention from year-to-year.
3. Continue to utilize a limited Grow Your Own Program w/Associates/Degree. (Target Group: All) (Target Group: All)	Superintendent	Annually	(S)Local Funds	Criteria: Development of highly-qualified teachers.

GOODRICH ISD

Goal 5. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

Objective 1. Implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All district administrators will maintain a strong presence throughout the district and at school events. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 3,6)	Principal(s), Superintendent	Daily/Weekly/Monthly	(S)Local Funds	Summative - Utilize an administrative calendar to attend all school events.
2. Work with campus principals and the superintendent to limit points of entry into the learning environment by making sure that doors are secure, the security system(s) are working properly, and ensuring that all buildings are secure at all times. (Title I SW: 1,2) (Title I TA: 8) (Target Group: All) (CSFs: 3,6)	Principal(s), Superintendent	Daily/Weekly/Monthly/Each Semester	(S)Local Funds	Summative - Conducting a thorough safety audit, and implementing/reviewing/updating security procedures as necessary, and practicing emergency operations drills regularly.
3. Work with campus principals to start additional student-centered clubs and organizations to increase student-school engagement/connectedness. (Title I SW: 1,2) (Target Group: All) (CSFs: 6)	Principal(s)	Each six weeks	(S)Local Funds	Summative - An overall increase in additional student-centered clubs and organizations from year-to-year.
4. Identify opportunities to increase attendance rates for both students and staff. (Title I TA: 1) (Target Group: All) (CSFs: 1,4,6)	Principal(s), Superintendent	May 2025	(S)Local Funds	Summative - An increase in the annual attendance percentage rate for faculty/staff and students from year-to-year.
5. Participate in the Texas Strategic Leadership Framework to organize and communicate processes and district expectations. (Target Group: All)		2024-2026		

GOODRICH ISD

Goal 5. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

Objective 2. Identify opportunities to increase attendance rates for both students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Look for and implement incentives for students (ex. brag tags and special lunchtime incentives) and staff members (ex. extra jeans pass, etc.) who demonstrate good attendance. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,6)	Principal(s), Superintendent	Each six weeks	(S)Local Funds	Summative - Increasing the district's overall (annual attendance percentage for students, faculty, and staff) as reported in PEIMS from year-to-year.
2. Ensure that principals follow through on implementing/enforcing all school policies, procedures, and school rules in accordance with the student code of conduct. (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6)	Principal(s), Superintendent	Daily/Weekly/Monthly	(S)Local Funds	Summative - An overall decrease in student horseplay/tardies and disciplinary referrals from the previous school year.

GOODRICH ISD

Goal 5. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

Objective 3. Maintain a school community with learning environments that are safe, orderly, and conducive to student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clearly define/outline student behavioral expectations and firmly, fairly, and consistently enforce them. Maintain safe/secure schools through vigilance, appropriately addressing student discipline concerns, and supporting teachers to ensure proper classroom management and heighten student learning. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 4,6)	Principal(s)	Each six-weeks	(S)Local Funds	Summative - Fewer student disciplinary referrals, proper student supervision, and heightened student achievement.
2. Continue to incorporate a Social Emotional Learning Program (Seven Mindsets) to ensure mental health is addressed and recognized as a safety concern in the district. (Target Group: All)	Counselor(s), Principal(s), School Nurse	May 2025	(S)Local Funds	
3. The SHAC committee will review and implement the district plan addressing child sexual abuse, trafficking, and other maltreatment of children annually.		Annually		

GOODRICH ISD

Goal 5. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

Objective 4. Maintain safe and secure schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Limit points of entry into the learning environment/school community, and successfully/orderly conduct EOP drills regularly to ensure that all students, faculty, and staff know what to do in the event of an emergency. (Title I SW: 1,2) (Target Group: All) (CSFs: 6)	Principal(s), Superintendent	Daily/Monthly/Each Semester	(S)Local Funds	Summative - Conduct orderly emergency operations drills in accordance with state law, and maintain a safe and secure school community.
2. Continue working with Polk County and Precinct 1 Constable Office for utilization of security officers.	Superintendent	Ongoing	(S)Local Funds	
3. Maintain Guardian Program training update schedule.	Superintendent	Ongoing	(S)Local Funds	
4. Continue utilizing routine random security checks.	Principal(s)	Ongoing		Criteria: Documented security check record maintained by principals.
5. Implement and regularly update EOP/security procedures, and practice emergency drills regularly on each campus.	Principal(s)	Ongoing		Criteria: Documented emergency drill report maintained by principals.

GOODRICH ISD

Goal 5. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

Objective 5. Conduct Emergency Operations Procedures (EOP) drills, regularly, at each campus to ensure that all students, faculty, and staff are adequately prepared and can react quickly in the event of an emergency situation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct EOP drills regularly to ensure that all students, faculty, and staff know what to do in the event of an emergency. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Principal(s), Superintendent	Monthly	(S)Local Funds	Summative - Conduct orderly emergency operations drills (monthly per 10 school days) in accordance with state law, and maintain a safe and secure school community.

GOODRICH ISD

Goal 5. Safe and Orderly School Community: Maintain a school community that is safe, orderly, and conducive to student learning.

Objective 6. Ensure that all staff members are adequately trained in Mental/Behavioral Health Awareness and Substance Abuse Prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct annual Mental/Behavioral Health Awareness, Bullying Prevention, and Substance Abuse Prevention Training. In addition, outline/implement a (District Wide) Student Health Plan that encompasses: Mental & Behavioral Health, Substance Abuse Prevention, Wellness, Bullying Prevention, Suicide Threat Assessment, Trauma-Informed Care, Immunizations, Dating Violence, Hazing, Discrimination, Steroid Use, and Harassment	Counselor(s), Principal(s), School Nurse	Daily/Monthly/Each Semest		

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Teachers support one another and work in partnership as collaborative/unified teams. The students are well behaved, respectful, and take pride in Goodrich ISD.

School Culture and Climate Weaknesses

Not enough student organizations/opportunities for them to get involved outside of sports.

School Culture and Climate Needs

There is a need for more teachers to serve as sponsors in order for additional student organizations to be established across the district.

School Culture and Climate Summary

The climate and culture among students and staff in Goodrich ISD is very positive. Teachers support one another and work in partnership as collaborative/unified teams. The students are well behaved, respectful, and take pride in their school. The superintendent and campus principals make sure that they maintain open lines of communication with all school stakeholders via the district/campus websites, Remind, and Facebook by regularly posting pictures of student organizations/activities, campus events, extra-curricular games/competitions etc., and all other pertinent campus/district information. We also maintain an open door policy in regards to parental input, and always welcome their involvement in campus affairs.

Family and Community Involvement

Family and Community Involvement Strengths

Goodrich ISD has a very supportive school community that takes pride in its schools.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

Lack of parental involvement at the secondary level...

Family and Community Involvement Needs

Find more ways to increase parental involvement via district/campus events.

Family and Community Involvement Summary

Goodrich ISD has a very supportive school community that is fairly engaged in district activities/events. As a family oriented school community, the opportunities for parental involvement are endless. The use of social media allows the superintendent/campus principals to maintain open lines of communication in regards to all district/campus activities/events with all school stakeholders. As of 2023-24 the district utilizes an integrated app, website and parent messaging to improve parental engagement.

Technology

Technology Strengths

Small student body where we are now a one-to-one technology district. Students have access to technology/internet throughout the school day via Chromebooks. Students also have access to desktop computers, laptop carts, Ipads, and tablets throughout the day. All teachers have dockable Surface Pros and interactive digital displays.

Technology Weaknesses

Need for continued growth in instructional technology through professional development/learning communities.

Technology Needs

Additional training/guidance in instructional technology strategies.

Comprehensive Needs Assessment

Technology Summary

As a school community, we must embrace the idea that technology is a tool that can enhance students' daily learning experiences and increase engagement. When technology is being driven by the curriculum, it has been deemed to be very effective. We must also accept the idea that teachers' roles are evolving (from lecturers to facilitators of student learning). Thus, today's teachers can heighten student's learning experiences by allowing them to explore, collaborate, and utilize their creativity via multiple technological mediums/applications/devices to demonstrate their knowledge and understanding of the instructional content at high academic levels.

GOODRICH ISD Site Base

Name	Position
Barton, Daniel	Superintendent
Vaughan, Aubrey	Principal
Langley, Brenda	Parent Representative
Bacica, Sarah	Business Manager
Kelso, Hannah	Teacher
Evans, Vanessa	Teacher
Wyatt, Nacole	Paraprofessional
Stafford, Ashlan	Teacher
Broussard, Rebecca	Teacher
Whittenburg, Eugenia	Teacher / Nurse
Vann, Dwana	Teacher
Washington, Falana	Teacher
Chapel, Jeanie	Teacher
Vela, Taylor	Teacher
Pickett, David	Parent Representative
Stayton, Amanda	Business Representative
Rhodes, Kari	Counselor
Bower, Kimberly	Teacher
Rosario, Marcelo	Business Member

GOODRICH ISD

Mission

Goodrich ISD will cultivate the potential of all students: Challenging and supporting them to achieve academic excellence, Inspiring a love of learning and civic engagement and, Embracing the full richness and diversity of our community, Enabling them to thrive as global citizens.

Vision

Empowering All Students to Pursue Excellence

Nondiscrimination Notice

GOODRICH ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source
No rows defined.	

Early Childhood Literacy Progress Measure 1

EXAMPLE: The percent of PreK students that score on grade level or above in Reading will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 2

EXAMPLE: The percent of K students that score on grade level or above in Reading will increase from XX% to XX% by June 2024.

Yearly Target Goals

Early Childhood Literacy Plan Campus Goal

(If there is only one campus, copy District Goal)

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 1

(Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of PreK students that score on grade level or above in Reading on the (insert Assessment Name) will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 2 (Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of K students that score on grade level or above in Reading on the (insert Assessment Name) will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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XX%	XX%	XX%	XX%	XX%
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Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 3 (Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of 1st through 3rd grade students that score on grade level or above in Reading on the (insert Assessment Name) will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
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2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

Early Childhood Math Progress Measure 1

EXAMPLE: The percent of PreK students that score on grade level or above in math will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of K students that score on grade level or above in math will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 3

EXAMPLE: The percent of 1st through 3rd grade students that score on grade level or above in math will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
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Early Childhood Math Plan Campus Goal

(If there is only one campus, copy or use District Goal)

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Math Progress Measure 1

(Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of PreK students that score on grade level or above in math on the (insert Assessment Name) will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2 (Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of K students that score on grade level or above in math on the (insert Assessment Name) will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
------	------	------	------	------

XX%

XX%

XX%

XX%

XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 3 (Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of 1st through 3rd grade students that score on grade level or above in math on the (insert Assessment Name) will increase from XX% to XX% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
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2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

EC Math Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

CCMR Progress Measure 1

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

Year as this data is for the	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 2

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 3

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
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CCMR Plan Campus Goal

(If there is only one campus, copy or use District Goal)

The percentage of graduates that meet the criteria for CCMR will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 1

(Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 2

(Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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XX%	XX%	XX%	XX%	XX%
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Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Progress Measure 3
 (Used in applicable Campus Plans with campus targets)

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			
July			

Board Outcome Goal Progress Monitoring Report

Board Outcome Goal Being Monitored: (insert goal)

Overall Evaluation
On Track

Progress Measure

Progress Measure being Monitored: (insert Goal Progress Measure)

(insert progress measure overall district data and graphs)

Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2020 Goal	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Campus Updates

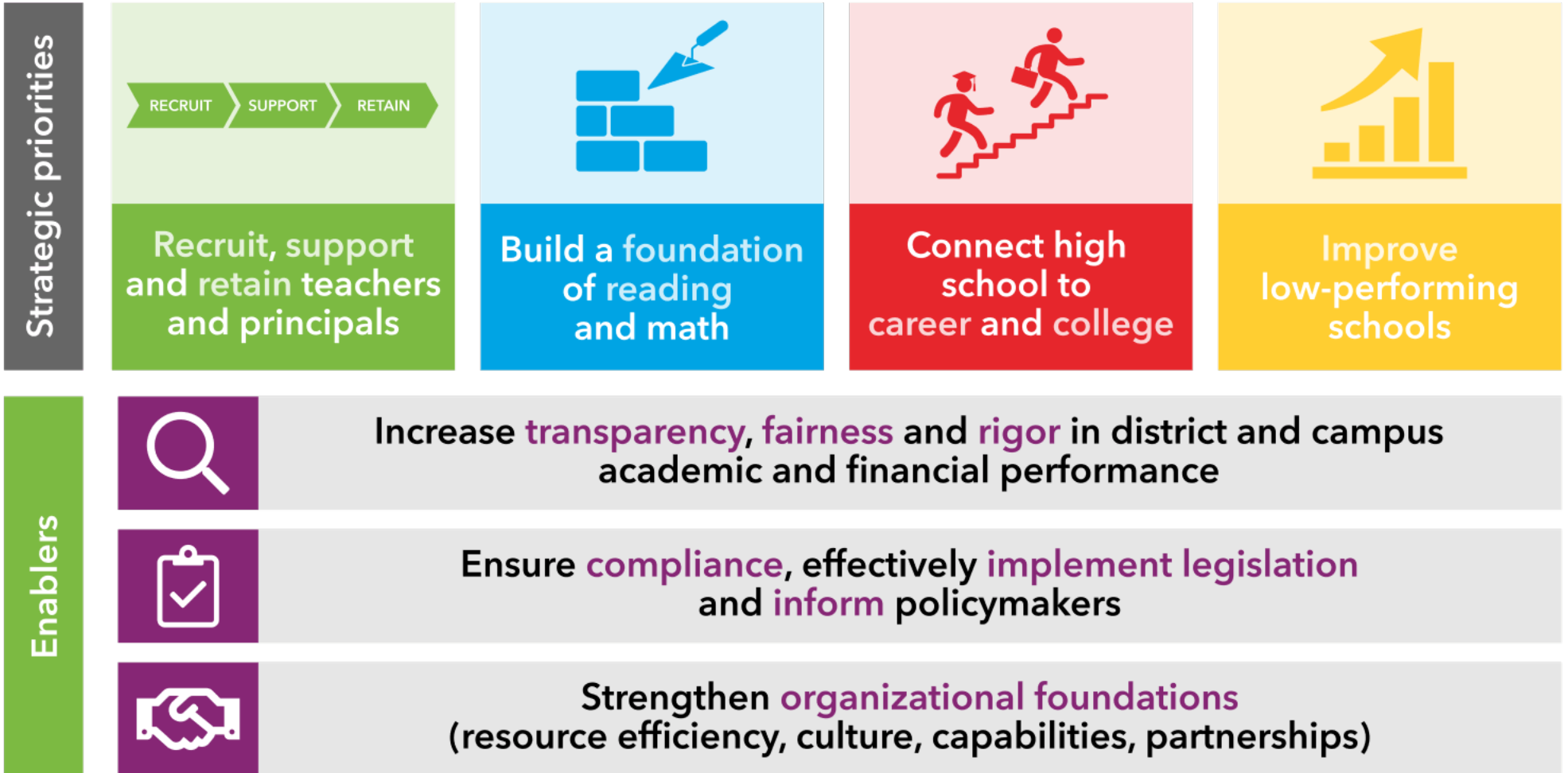
Campus 1: (insert data, information, and specific plans moving forward)	Campus Evaluation
Campus 2: (insert data, information, and specific plans moving forward)	Campus Evaluation
Campus 3: (insert data, information, and specific plans moving forward)	Campus Evaluation
Campus 4: (insert data, information, and specific plans moving forward)	Campus Evaluation
Campus 5: (insert data, information, and specific plans moving forward)	Campus Evaluation
Campus 6: (insert data, information, and specific plans moving forward)	Campus Evaluation
Campus 7: (insert data, information, and specific plans moving forward)	Campus Evaluation

Supporting Materials

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(Insert Supporting materials and information)

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*