

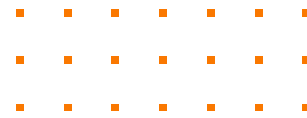


GOODRICH ISD

STRATEGIC PLAN

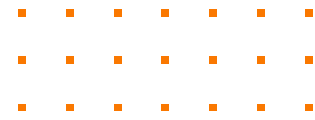
2025-2030

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We Are Goodrich ISD



Vision

Empowering All Students to Pursue Excellence



Mission

...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

Letter from The Superintendent

Over the past school year, we established a Strategic Planning Committee with the goal of identifying our unique strengths and developing a Strategic Plan to guide our district over the next five years. As part of this process, we conducted a landscape analysis to closely examine our instruction, operations, and systems thereby uncovering key areas of strength to build upon as well as opportunities for growth.

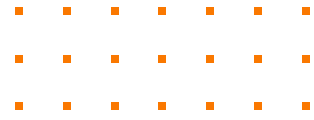


Daniel Barton
Superintendent

Our committee included dedicated teachers, administrative staff, and community stakeholders, all working collaboratively to ensure a well-rounded and inclusive approach. Our work was informed by the Texas Strategic Planning process, with valuable technical support from the Region 6 Education Service Center.

The ultimate objective of this initiative is to design and implement systems that define and sustain the “Goodrich Way”—a consistent and intentional approach to ensure our students experience the GISD Envisioned Student Experience. Through this process, we are committed to realizing our vision: Empowering All Students to Pursue Excellence.

Our Team



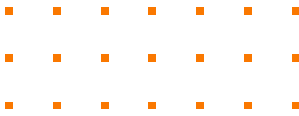
GOODRICH ISD BOARD OF TRUSTEES

RIGOBERTO REYES, BOARD PRESIDENT
ROSALIE BLACKSTOCK, VICE PRESIDENT
THOMAS FINGER, SECRETARY
TIM HARRELL, MEMBER
JULIE MACK, MEMBER
LIDIA MERINO, MEMBER
KAYLA SCOTT, MEMBER

TEXAS STRATEGIC LEADERSHIP STEERING COMMITTEE

DANIEL BARTON, SUPERINTENDENT
SARAH BACICA, BUSINESS MANAGER
ROSALIE BLACKSTOCK, TRUSTEE
VANESSA EVANS, TEACHER
SELENA HENDRICKS, TEACHER
STEVE JOHNSON, ESC 6
HANNAH KELSO, TEACHER
BRENDA LANGLEY, ASSOCIATE PRINCIPAL
JULIE MACK, TRUSTEE
DAVID PICKETT, TEACHER
RIGOBERTO REYES, TRUSTEE
KARI RHODES, COUNSELOR
MARIAH SHELTON, TEACHER
JAY SMITH, ESC 6
AUBREY VAUGHAN, DISTRICT PRINCIPAL

GISD By The Numbers



49 EMPLOYEES

22 Classroom Teachers
8 Auxiliary Staff
8 Educational Aides
6 Professional Support
5 Administrators

38 Square Miles

Goodrich Elementary School

Grades Pre-K to 5

Goodrich Middle School

Grades 6 to 8

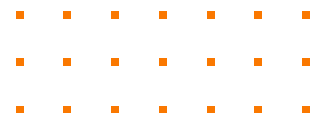
Goodrich High School

Grades 9 to 12

273 STUDENTS

42.86% Hispanic
41.35% White
12.55% African American
4.1% Two or More Races
3.24% Asian/Other
94.36% Economically Disadvantaged
24.44% Career & Technical Education
23.68% At-Risk
18.42% Bilingual
12.78% Special Education
5.64% 504 Students
3.76% Gifted & Talented

Envisioned Student Experience



SAFETY

We will:

- provide a safe, supportive environment that prioritizes emotional well-being.
- provide a physically safe learning environment for all students and staff.
- foster a sense of belonging that embraces the diversity of our school and community.

HIGH EXPECTATIONS

We will:

- convey high expectations for all stakeholders by fostering active participation, critical thinking, and collaboration within the school community.
- provide learners with high-quality instruction where students are given the opportunity to reach their highest potential.
- cultivate expectations for student learners to be highly engaged both inside and outside the classroom.

CHARACTER

We will:

- be lifelong learners, continually improving our skills and knowledge to remain actively engaged in our community.
- develop students of exemplary citizenship.
- cultivate an expectation of highly disciplined behaviors for staff and students.

POST SECONDARY PREPAREDNESS

We will:

- prioritize a rigorous academic curriculum on grade level.
- guide students in developing a personalized post-secondary plan that aligns with their goals and aspirations.
- develop social skills that model how students interact in a post-secondary society.

Portrait of a Goodrich ISD Graduate

**Effective
Communicator**

Critical Thinker

Engaged Learner

**Exemplary
Citizen**

Goal Oriented



Portrait of a Goodrich ISD Administrator

Innovator

Visionary
Problem Solver
Trailblazer
Growth Mindset

Stable

Consistent
Decisive
Fair
Confidential

Communicator

Purposeful
Frequent Face-to-Face
Interaction
Clear Expectations
Rational

Mentor

Approachable
Servant Leader
Constructive and Honest
Competent
Resourceful

Student Centered

Role Model
Relationship Builder
Visible
Supportive



Portrait of a Goodrich ISD Educator

Collaborator

Engaged with the Vision
and Mission of GISD

Effective Communicator

Involved Beyond the
Campus

Innovator

Flexible

Problem Solver

Reflective Practice

Passionate

Encouraging

Challenging

Love for Teaching

Life-Long Learner

Balanced

Knowledgeable

Professional

Respectful

Patient

Student Centered

Differentiates Instruction

Knowledge of Students

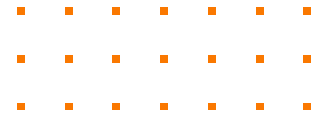
Creates Opportunities

Compassionate

Encouraging



Vision + Action



EFFECTIVE DISTRICT FRAMEWORK

The Effective District Framework is an aspirational framework that describes the highest leverage district practices that can be implemented to improve systems and student outcomes.

EDF Lever 1: Planning and Performance Management

Essential actions include establishing a vision, mission, and guiding principles; developing a strategic plan and incorporating implementation plans and performance management.

EDF Lever 2: Talent

Essential actions include establishing intentional roles and staffing management, intentional recruitment and selection processes, and growth and retention strategies.

EDF Lever 3: Integrated Student Supports

Essential actions include developing a positive and constructive school-wide culture, behavioral habits, and safety protocols and promoting family engagement and school-home partnerships.

EDF Lever 4: Academic Experience

Essential actions include establishing expectations for implementation of research-based instructional strategies and use of high quality instructional materials with a coherent approach for effective multi-tiered instruction.

EDF Lever 5: Instructional Capacity Building

Essential actions include establishing foundational systems for instructional leadership development and job-embedded capacity building to support teachers in internalizing, preparing for, and delivering effective instruction.

EDF Lever 6: Finance and Operations

Essential actions include ensuring sufficient time for teaching and learning; strategic allocation of resources to support priorities for student learning and compliance needs while maintaining fiscal responsibility through balanced budgets; and providing a safe, welcoming, and effective learning environment.

The Continuous Improvement Cycle



This strategic plan details the actions over the next five years for each of the identified priority areas for Goodrich ISD. Beginning with the 2025-2026 school year and ending with 2030-2031 school year, GISD will systematically implement the actions that are outlined in the following pages. Each key action will be aligned with available resources for implementation, and performance and outcomes will be monitored and evaluated throughout the implementation process. In addition, staff will be identified to lead implementation and provide regularly scheduled reporting to the GISD Board and employees. The superintendent will provide an annual State of the District Report that will summarize implementation of all GISD Strategic Plan Initiatives.



Goodrich ISD Strategic Priorities



To ensure the achievement of our student outcome goals, Goodrich ISD will focus on these strategic priorities and aligned initiatives.

- 1 Need for a clear process for vetting curriculum and/or instructional resources
- 2 Need for a clearly defined process for building instructional capacity
- 3 Need for an on-boarding process for new teachers
- 4 Need for continuous improvement of teacher-retention rates



Priority 1

Need for Clear Process for Vetting Curriculum and or Instructional Resources



EDF Lever 2 Talent

2.1.1 - Role Definition

Goodrich ISD will design sustainable roles across the organization that have clear responsibilities and performance expectations aligned to the envisioned student experience and overall strategic priorities and plan.

EDF Lever 4 Academic Experience

4.2.1 Systematic Process for Materials Review

Goodrich ISD will establish strong adoption processes to routinely evaluate and select materials, following local board policy.

4.2.3 Quality Tier 1 Materials Access and Use

Goodrich ISD will ensure that teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and that can be used to meet the needs of all students

4.2.4 : Quality, Aligned Tier 2 and 3 Materials Access and Use (Same as previous Essential Action 4.3.1)

Goodrich ISD will ensure that instructional materials and aligned assessments are provided with quality Tier 2 and 3 supports aligned to research-based intervention strategies and inclusive of ongoing progress monitoring support.

4.2.5 Implementation Monitoring for Alignment to District Curriculum and Instruction

Goodrich ISD will establish routine monitoring systems to ensure campuses implement district- adopted materials, aligned internalization and instructional planning, and required scope and sequence and aligned assessments; district uses this information to drive Professional Learning and Job-Embedded Coaching and Collaboration Strategies.

EDF Lever 6 Finance and Operations

6.2.2 Strategic Budget Allocation

Goodrich ISD will align budget with highest needs to implement student experience and improve student outcomes.

Priority 2

Need for a Clearly Defined Process for Building Instructional Capacity



EDF Lever 2 Talent

2.1.1 Role Definition

Goodrich ISD will design sustainable roles across the organization that have clear responsibilities and performance expectations aligned to the envisioned student experience and overall strategic priorities and plan.

EDF Lever 5 Instructional Capacity

5.1.1: Staff Job-Embedded Coaching and Capacity Building Vision and Expectations

Goodrich ISD will communicate a clear vision for high quality and ongoing, job-embedded coaching and development inclusive of instructional leadership roles.

5.1.3 Year Long Development and Coaching Plan

Goodrich ISD will develop a yearlong plan for professional development and ongoing coaching with targeted approaches for each critical role, aligned to the intended student experience.

5.2.2 Curriculum Based Training

Goodrich ISD will provide training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of how to effectively implement or support the implementation of the curriculum.

5.2.3 Instructional Delivery Plan

Goodrich ISD will provide upfront and ongoing training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of executing strong instruction, inclusive of content-aligned classroom management, intervention, additional and personalized learning time, and special populations support (supportive of Essential Action 4.1).



Priority 2 Continued

Need for a Clearly Defined Process for Building Instructional Capacity



EDF Lever 3 Integrated Student Supports

3.1.2 Routines for a Productive Learning Environment

Goodrich ISD will set clear expectations for implementing school-wide and classroom-level procedures for a safe, productive learning environment.

3.2.6: Special Populations Support Systems

District establishes key systems and structures for effective special populations support, including individualized education plan development and goal monitoring and support systems for emergent bilingual students.

EDF Lever 6 Finance and Operations

6.2.2 Strategic Budget Allocation

District aligns budget with highest needs to implement student experience and improve student outcomes.



Priority 3

Need for On-Boarding Process for New Teachers to Goodrich ISD



EDF Lever 1: Performance Management

1.5.3 Mindsets and Culture

Goodrich ISD will cultivate continuous improvement mindsets and culture supportive of effective management and strategic plan execution via communications, training and key district structures.

EDF Lever 2: Talent

2.1.1 Role Definition

Goodrich ISD will design sustainable roles across the organization that have clear responsibilities and performance expectations aligned to the envisioned student experience and the overall strategic priorities and plan.

2.1.3 Performance Expectation Setting

Goodrich ISD departments set high expectations for performance and consistently communicate performance expectations, including via hiring, onboarding/induction, professional learning, and coaching structures.

EDF Lever 4: Academic Experience

4.3.2: Academic Policy

Goodrich ISD will develop and review policies and administrative regulations to ensure equitable grading and advancement.

EDF Lever 6 Finance and Operations

6.2.2 Strategic Budget Allocation

Goodrich ISD will align budget with highest needs to implement student experience and improve student outcomes.

Priority 4

Continue Improvement of Teacher Retention Rates



EDF Lever 2: Talent

2.1.1 Role Definition

Goodrich ISD will design sustainable roles across the organization that have clear responsibilities and performance expectations aligned to the envisioned student experience and the overall strategic priorities and plan.

2.2.2 Recruiting Systems

Goodrich ISD will assess and adjust organizational structure and staffing patterns to enable sustainable roles intentionally designed to deliver the envisioned student experience.

2.3.2 Strategic Compensation

Goodrich ISD implements ongoing and proactive recruitment systems that meet district staffing needs, including ongoing talent pipeline practices and proactive strategies such as proactive early notice, early hiring, and competitive compensation.

2.3.4 Retention

Goodrich ISD and campus leaders implement district-level advancement and retention strategies driven by district performance expectations.

EDF Lever 5 Instructional Capacity

5.1.3: Yearlong Development and Coaching Plan

Goodrich ISD will develop a yearlong plan for professional development and ongoing coaching with targeted approaches for each critical role, aligned to the intended student experience.

EDF Lever 6 Finance and Operations

6.2.2: Strategic Budget Allocation

Goodrich ISD will align budget with highest needs to implement student experience and improve student outcomes.

GOODRICH ISD

STRATEGIC PLAN

2025-2030



VISION STATEMENT

Empowering All Students to Pursue Excellence

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

ENVISIONED STUDENT EXPERIENCE

SAFETY

We will provide a safe, supportive environment that prioritizes emotional well-being. We will provide a physically safe learning environment for all students and staff. We will foster a sense of belonging that embraces the diversity of our school and community.

HIGH EXPECTATIONS

We will convey high expectations for all stakeholders by fostering active participation, critical thinking, and collaboration within the school community. We will provide learners with high-quality instruction where students are given the opportunity to reach their highest potential. We will cultivate expectations for student learners to be highly engaged both in and outside the classroom.

CHARACTER

We will be lifelong learners, continually improving our skills and knowledge to remain actively engaged in our community. We will develop students of exemplary citizenship. We will cultivate an expectation of highly disciplined behaviors for staff and students.

POST SECONDARY PREPAREDNESS

We will prioritize a rigorous academic curriculum on grade level. We will guide students in developing a personalized post-secondary plan that aligns with their goals and aspirations. We will develop social skills that model how students interact in a post-secondary society.

STRATEGIC PRIORITIES

Need for a clear process for vetting curriculum and or instructional resources

Role Definition
Systematic Process for Materials Review
Quality Tier 1 Materials Access and Use
Quality, Aligned Tier 2 and 3 Materials Access and Use
Implementation Monitoring for Alignment to District Curriculum and Instruction
Strategic Budget Allocation

Need for a clearly defined process for building instructional capacity

Role Definition
Expectations for Job-Embedded Coaching and Capacity Building
Year Long Development and Coaching Plan
Curriculum-based Professional Learning
Instructional Delivery Training
Professional Learning Supports
Special Populations Support

Need for on-boarding process for new teacher

Mindsets and Culture
Role Definition
Performance Expectation Setting
Academic Policy

Continue improvement of teacher retention rates

Role Definition
Recruiting Systems
Strategic Compensation
Advancement and Retention
Yearlong Development and Coaching Plan
Strategic Budget Allocation

