



Gatesville ISD Strategic Overview

Vision

Deliver a safe, respectful environment that fosters personal accountability, STEAM and literacy excellence, and the problem-solving and communication skills students need for college, career, and military success.

Mission

The mission of Gatesville ISD, a portal to limitless possibilities, is to empower our students to be life-ready knowledge seekers and problem-solvers by instilling leadership, innovation, integrity, critical thinking, and service through challenging and engaging learning experiences facilitated by passionate teachers and supported by caring parents and community members.

Student Experience

Each student will graduate life-ready striving for personal excellence and excelling as a leader and innovator in his/her chosen career path.

Each student will be an independent thinker who possesses critical thinking, problem-solving, communication skills, and perseverance to reach their extraordinary potential.

Each student will be an ethical citizen who contributes to and serves their local and global community.

Student Outcome Goals

- The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR math assessment will increase from 56% in June of 2025 to 68% by June 2029.
- The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR RLA assessment will increase from 59% in June of 2025 to 71% by June 2029.
- The percentage of students that meet the criteria for CCMR will increase from 92.4% in August 2025 to 93.2% by August 2029.

Priorities	Talent Systems	Academic Experience	Instructional Leadership and Capacity Building
Initiatives	• Educator Pipelines and Partnerships (2.2.4) • Strategic Compensation (2.3.2)	• Tier 1 Instructional Strategies and Supports for All Learners (4.1.2) • Quality Tier 1 Material Access and Use (4.2.3) • Implementation Monitoring for Alignment to District Curriculum and Instructional Approach (4.2.5)	• Yearlong Development and Coaching Plan (5.1.3) • Observation and Feedback (5.2.5)

