

Groesbeck Independent School District

Groesbeck High School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Mission Statement

The mission of Groesbeck ISD is to ensure that every student achieves maximum potential.

Vision

The Vision of Groesbeck ISD is to be an EDUCATIONAL BEACON that exceeds the state's highest standards in all areas of education.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Groesbeck High School, the only 9 through 12 campus in Groesbeck ISD, is part of a rural 3A district in central Texas. GHS has an enrollment of 506 students with 148 ninth graders, 130 tenth graders, 110 eleventh graders, and 118 twelfth graders. The average attendance rate is approximately 94.2%.

The student population is approximately 46.9% female and 53.1% male. The student population is 52.7% White; 28.8% Hispanic; 12.3% African American; 3% two or more races; 0.5% American Indian; 0.9% Asian. The majority of the students are considered Economically Disadvantaged (58.5%). English Language Learners comprise less than 2.5% of the student population and 12.4% of the students qualify for Special Education Services. 47% are considered At-Risk.

There are 54 members of the Faculty and Staff this year. There are 37 teachers, 1 Assistant Principal, 2 Counselors, 9 Paraprofessionals, 1 Administrative Assistant, 1 Attendance Clerk, and 1 Registrar with more than 80% of the staff possessing a Bachelor's degree, 16% with a Master's degree and approximately 2.7% with a Doctoral degree.

We have added a Communities in Schools (CIS) Coordinator to our campus and a GEAR-UP Coordinator for additional support in a myriad of areas.

Demographics Strengths

Faculty demographic is relatively comparable to the student demographic. The majority of the staff has 15 plus years of experience in the profession. Of the 37 Teachers members, 3 are vocational in nature and serve in our CTE programs of instruction to bring a wealth of hands-on job related experience into the classroom.

Student Learning

Student Learning Summary

The 2022 Accountability shows a campus rating of "B". One Distinction in overall comparative was attained.

Student Learning Strengths

The Board Policy that dictates students' Grade Point Average (EIC (LOCAL)) was changed in order to allow students to challenge more rigorous coursework without detrimental impact to their final rank and GPA. We see this as a strength for student learning since students will not shy away from the challenge of more intense learning just because of GPA considerations.

School Processes & Programs

School Processes & Programs Summary

Groesbeck High School has 38 state certified teachers, 3 vocationally certified teachers that serve in 3 of our CTE classrooms. We have 9 trained paraprofessionals, 3 of whom serve students that receive special education services through our Life Skills classrooms. Our Life Skills students work in the Red Goat Cafe, a new and innovative program for GHS, for on the job training and transition planning for their workforce futures.

There is a Principal, Assistant Principal and two full time Counselors in the front office. The Counselors routinely attend training through the Region 12 Service Center to stay informed on the latest mental health trends and in order to be able to address the ever growing needs of today's students. Class sizes are relatively small and special attention is given to our STAAR EOC classes for intensive remediation of our struggling readers previous STAAR EOC exams. Math Models is used to assist our struggling math students; Financial Math is offered to create fiscally responsible young adults. We utilize Texas College Bridge, through the TCLAS grant, to help with College Readiness and TSI preparation as well as exemptions. We also offer more than 33 different CTE classes and support all 5 endorsement areas for graduation and more than 6 Programs of Study.

Our Fine Arts department serves more than 70 students in Band. We have a Theatre Arts program and a successful series of Art classes. Our Life Skills students attend every General Education course possible including CTE in the areas of Professional Communications, Culinary Arts, Welding, Principles of Ag and Principles of Construction.

Special Education students are served through an inclusion/co-teaching model with support from Content Mastery based on specific IEP requirements. While focusing intensely on Tier 1 instruction, we use the RTI process to support Tier 2 and Tier 3 needs accordingly.

We use the TEKS Resource System and the YAG, IFD, VAD to support the overall teacher planning and preparation process. Teachers operate through the lens of "Understanding by Design" (Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd ed.). Pearson) to develop assessments and then lesson planning to support student assessment.

An intensive push for thorough planning, use of specific learning objectives tied to TEKS based planning and instructional delivery, incorporate the facets of research based instruction from sources such as Lead4Ward. Student Expectations are taught with specificity to the students in all subjects in all grade levels. Lead4ward Framework for Lesson Planning, Lead4ward Instructional Strategies Playlist, and the use of the Fundamental 5 for high leverage instructional practices and execution will be employed to improve overall classroom practice.

School Processes & Programs Strengths

Campus Professional Learning Community (PLCs) Meetings are held monthly to collaborate, teach, learn and celebrate positive gains within the building. STAAR EOC team meetings we be held twice per 9 weeks (specifically for data disaggregation and to inform instruction in a way to target specific student

needs as the December EOC retests approach and the pending Spring assessments near. Department Chair meetings are held once per month.

Texas College Bridge will be used through our English 4 classes and with our Junior and Seniors in math classes. With Texas College Bridge, high school juniors and seniors can take online college preparatory courses, strengthening their English and math skills prior to enrolling in college and setting them on a path to postsecondary success. Texas College Bridge courses are personalized, self-paced and teacher facilitated—allowing students to focus on skills they need and skip those they have already mastered, with teacher support along the way. Students receive additional support and resources to help them complete college transition milestones. Plus, they can earn a TSI exemption at more than 40 partnering colleges and universities across Texas.

In the Fall and the Spring we will administer the PSAT and SAT to all juniors and seniors, free of charge, during the school day in order to meet the need of the math exam requirement for those that took Algebra 1 before high school as well as to supplement their need for college entrance exam.

Perceptions

Perceptions Summary

The GHS mission is to educate the hearts and minds of our students while providing a quality educational experience that will prepare them to be productive citizens in our world. We are devoted to creating a culture of learning that allows for vibrant discussion and high levels of tolerance, kindness and a well-rounded young adult. We are working on a myriad of incentives for attendance but also for our seniors since graduation is the ultimate goal and we want their senior year to hold a special place in their academic journey.

We are working on enhancing parent communication through the use of our new Apptegy Website, Google classroom, the ASCENDER Parent Portal, and the use of email and other communication tools through Thrillshare/Website.

Perceptions Strengths

We believe that many traditions are highly valued in the community surrounding our high school. Our hope is to continue to leverage that to increase community and parent involvement over the coming year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Academic performance: Groesbeck High School's cumulative "meets" grade level score on the STAAR End Of Course (EOC) exams (English 1, English 2, Biology, Algebra 1, and US History) will increase from 47% to 63.4% by 2027.

Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%




Performance Objective 1: Develop and implement a Campus 5-year goal with strategies for each STAAR End of Course (EOC) exams using comparison groups and Region 10 and Region 12 standards, aligning with district goals.













High Priority







HB3 Goal

Evaluation Data Sources: TEA data, ESC data and campus results.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|--|---|---|---|
| Strategy 1: T-TESS goals for student growth aligned with STAAR percentages for both campus and district improvement plans. Strategy's Expected Result/Impact: Campus Improvement Plans support strategy. All certified staff have approved student growth goals in STRIVE. Staff Responsible for Monitoring: Classroom Teachers, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |

| Strategy 2 Details | Reviews | | |
|---|---|---|---|
| Strategy 2: Provide and implement a rigorous, viable curriculum at all grade levels Strategy's Expected Result/Impact: Teacher lessons plans will reflect the use of district adopted curriculum, show differentiation, include data on Scope and Sequence, and review essential skill for student to achieve. Student achievement will increase as interventions become targeted/specific. Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Campus Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 3 Details | Reviews | | |
| Strategy 3: Master schedule will be designed to maximize support for student success. Strategy's Expected Result/Impact: Strategic scheduling that allows for student success. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 4 Details | Reviews | | |
| Strategy 4: Monitor progress throughout the year by analyzing standards based data provided through assessments. Student Data is updated and available in Eduphoria in the student profile. Strategy's Expected Result/Impact: Data is utilized to monitor and/or adjust instruction as needed. Staff Responsible for Monitoring: Success Teachers, Campus Administration, Teachers, Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 5 Details | Reviews | | |
| Strategy 5: Implementation of intervention resources to target all students (ex: iReady for English 1, Algebra 1 and STAAR EOC retesters for English 1 and Algebra 1) Strategy's Expected Result/Impact: Increase in STAAR End of Course (EOC) growth measures Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Assistant Principal | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 6 Details | Reviews | | |
|--|---|---|-----------|
| Strategy 6: Identify English Language Proficiency subpopulation and monitor student progress to ensure CLOSING THE GAP score will receive 10 points Strategy's Expected Result/Impact: Successful accountability gains. Staff Responsible for Monitoring: Campus Principal, Assistant Principal | Formative | | Summative |
| | Nov | Dec | Apr |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

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Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%







2027 - 63.4%










Performance Objective 2: Identify and actively promote core values of the district including

High Priority

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|--|---|---|---|
| Strategy 1: Promote profile of an educator on the campus. Strategy's Expected Result/Impact: Clear expectations and goals fro all educators on campus. Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 2 Details | Reviews | | |
| Strategy 2: Develop and implement a comprehensive safety and security plan dealing with issues such as mental health for students and staff. Plans to include TxSCC requirements for audit, SCC Committee meetings to collaborate with law enforcement, Parent University, Children Telehealth, etc Strategy's Expected Result/Impact: Updated state required documentation re: school safety and mental health. Staff Responsible for Monitoring: Campus Principal, Assistant Principal and Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 3 Details | Reviews | | |
|---|---|---|---|
| Strategy 3: Develop and promote the profile of a learner. Strategy's Expected Result/Impact: Students who are not from GISD or have not been at GHS will quickly integrate into GHS programs and culture. Reduced discipline records and higher student achievement from new students. Staff Responsible for Monitoring: Campus Principals, Counselors, Nurse | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 4 Details | Reviews | | |
| Strategy 4: Ensure that all extra curricular and co-curricular programs are of the highest quality and meet the interests of all students by student interest surveys, celebrations, activities, and programs Strategy's Expected Result/Impact: Increase in student participation and increase in attendance rates Staff Responsible for Monitoring: Campus Principals, Counselors, Sponsors, Directors, Coaches | Formative | | Summative |
| | Nov | Dec | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%







Performance Objective 3: Targeted and specific professional development plan aligned to individual T-TESS/T-PESS goals.














High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough documentation

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Teachers will maintain a focus engaged in District processes with full administrative support: TEKS, Lead4Ward Field Guides; the use of ICEV curriculum for CTE courses; use of the Instructional Strategies Playlist from Lead4Ward; lesson plans that include objectives, instructional processes, performance assessments and Tier 2 plans for struggling learners will be posted in Eduphoria FORETHOUGHT, TEKS based daily objectives posted in classrooms, use of the Year-At-a-Glance (YAG) in TEKS Resource System.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize research-based instructional strategies, Lead4Ward tools; peer-to-peer coaching; teachers will grow as professionals, improve in their craft, and add to their expertise. Two Lead4Ward trained RTI teachers will share strategies at Friday PLCs.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 2 Details | Reviews | | |
| <p>Strategy 2: Campus Administrators will conduct a minimum of five (5) walk-throughs per week beginning in November and provide feedback to the teachers through Eduphoria STRIVE and observe that District processes are in place.</p> <p>Strategy's Expected Result/Impact: Improved understanding of teacher needs and successes.</p> <p>Staff Responsible for Monitoring: Campus Principal and Assistant Principal</p> | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 3 Details | Reviews | | |
|--|---|---|---|
| Strategy 3: Professional development aligned with teachers individual T-TESS professional growth goals. Strategy's Expected Result/Impact: Professional growth goal reflected within lesson plans and instruction. Goals and artifacts tracked within STRIVE. Staff Responsible for Monitoring: Classroom teachers, Principal, Assistant Principal | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 4 Details | Reviews | | |
| Strategy 4: Implement book studies at the staff and administrator level in order to better support students. Strategy's Expected Result/Impact: Campus aligned initiative's. T-PESS goals aligned Staff Responsible for Monitoring: Campus Principal, Assistant Principal | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 5 Details | Reviews | | |
| Strategy 5: Ensure staff are properly trained in the skills needed to fully utilize all technologies and resources available to them Strategy's Expected Result/Impact: Job satisfaction, effective classroom practices and better student outcomes. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Technology team | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%








2026 - 63.2%

2027 - 63.4%

Performance Objective 4: GHS will support at-risk students through teacher tutorials, peer tutorials (NHS students)) SUCCESS classes, content mastery, SPED and 504 programs

Evaluation Data Sources: Schedules, Documentation, CBA data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | | Reviews | | |
|--|--|---|---|---|
| Strategy 1: SUCCESS classes, credit recovery through Edmentum, content mastery will be available for students. Strategy's Expected Result/Impact: At-risk students will have increased academic performance. Staff Responsible for Monitoring: Campus Administration and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | | Formative | | Summative |
| | | Nov | Dec | Apr |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

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Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%








2026 - 63.2%

2027 - 63.4%

Performance Objective 5: The STAAR EOC Instructional Team will meet after each CBA in the Data Room to disaggregate and process student performance data to inform instruction and improve student outcomes.

Evaluation Data Sources: Meeting agendas, minutes, lesson plans, data wall talks, data walks and performance data improvements.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | | Reviews | | |
|---|--|--|---|---|
| Strategy 1: Data dissections will be used by administration and EOC team to inform instruction and tailor instruction to meet the needs of all learners. Strategy's Expected Result/Impact: Improve pedagogical practice to pinpoint deficit learning areas. Staff Responsible for Monitoring: Administration Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy | | Formative | | Summative |
| | | Nov | Dec | Apr |
| | |  |  |  |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | |

Goal 2: Attendance: Groesbeck High School's cumulative percent in Attendance will increase from 94.0% to 96.0% by 2027.

Baseline: 2022 - 94%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%

2026 - 95.6%

2027 - 96.0%






Performance Objective 1: Create clear and uniformed communication to all stakeholders regarding attendance.






High Priority

HB3 Goal

Evaluation Data Sources: Documentation of communication, PR campaign evidence

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|---|---|---|---|
| Strategy 1: GHS will maintain partnerships with parents through communication and activities to which they are invited. Strategy's Expected Result/Impact: Parent participation will increase and they will become actively involved in student achievement. Staff Responsible for Monitoring: Administration | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: GHS will partner with parents, the community and other stakeholders for GHS students through involvement and participation in school planning, activities and campus events. Strategy's Expected Result/Impact: Committees and activities will be documented through agendas, sign-in sheets, campus calendars, and use of the eNotes. | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Set a realistic 5 year attendance goal for the campus that supports the district goal. Strategy's Expected Result/Impact: Improved attendance and morale. Staff Responsible for Monitoring: Campus Principal and Assistant Principal | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |

| Strategy 4 Details | | Reviews | | |
|--|--|---|-----|-----------|
| Strategy 4: Publish newsletters which promotes and explains attendance accountability, going over attendance policy, and setting clear and consistent expectations. Staff Responsible for Monitoring: Campus Principal, Assistant Principal | | Formative | | Summative |
| | | Nov | Dec | Apr |
| | |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 2: Attendance: Groesbeck High School's cumulative percent in Attendance will increase from 94.0% to 96.0% by 2027.

Baseline: 2022 - 94%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%

2026 - 95.6%






2027 - 96.0%

Performance Objective 2: Create a clear and uniformed documentation and analysis of student absences

High Priority

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|---|---|---|-----------|
| Strategy 1: Review and disaggregate campus attendance reports weekly to track progress of Goal Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Educate all stake holders and enforce a school-wide attendance plan where attendance is taken and submitted appropriately daily. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Attendance Clerk | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Establish collaborative meetings with campus team to ensure solid record keeping practices and trouble shoot problem areas with attendance monitoring. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Attendance Clerk, Office staff | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  | |



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Attendance: Groesbeck High School's cumulative percent in Attendance will increase from 94.0% to 96.0% by 2027.

Baseline: 2022 - 94%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%

2026 - 95.6%




2027 - 96.0%

Performance Objective 3: Increase campus and district PBIS systems for student absences

High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|---|---|-----|-----------|
| Strategy 1: Create a goal attainment bonus for classes within campus budget when they exceed their attendance goal Strategy's Expected Result/Impact: Students and staff see that attendance is positively rewarded and continue to increase attendance rate Staff Responsible for Monitoring: Administration, attendance clerk and counselors | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Require special documented contact with absentees and their parents and families; offer incentives work on truancy prevention plans and incentives. Strategy's Expected Result/Impact: Improved attendance rates; better academic outcomes for students Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Require promotion on campus and teacher application of PBIS attendance systems requiring the use of all tiers in the PBIS pyramid Strategy's Expected Result/Impact: Reduced negative behaviors resulting in OSS and increased campus overall attendance Staff Responsible for Monitoring: Principal, Assistant Principal and Office staff | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |



No Progress



Accomplished



Continue/Modify






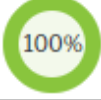






Discontinue

Goal 3: BUDGET: Groesbeck High School's budget will contribute positively to the district's goal of cumulative fund balance.

Performance Objective 1: Educate the staff and positively promote the need to pass VATRE in November election.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Reviews | | |
|--|---|---|---|
| Strategy 1: Government classes will use this as a teach piece about local governance and school finance; 18 year olds will be encouraged to vote (not told how, but encouraged to vote). Strategy's Expected Result/Impact: Training Staff Responsible for Monitoring: Principal, Government Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Communicate in social media, website, and any other parent meetings, interactions, etc. regarding the importance of the VATRE. Staff Responsible for Monitoring: ALL STAFF | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: BUDGET: Groesbeck High School's budget will contribute positively to the district's goal of cumulative fund balance.

Performance Objective 2: Utilize new budget sheet to allocate and justify expenditures.

High Priority
HB3 Goal
Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|--|----------------------------|-----|-----------|
| Strategy 1: Monthly reviews of expenditures with teachers and department chairpersons. Strategy's Expected Result/Impact: Improved fiscal responsibility. Staff Responsible for Monitoring: Principal, Administrative Assistant, Teachers | Formative | | Summative |
| | Nov | Dec | Apr |
| | <div><div></div></div> 45% | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | | | |












Goal 3: BUDGET: Groesbeck High School's budget will contribute positively to the district's goal of cumulative fund balance.

Performance Objective 3: Conduct Energy Savings campaign to educate faculty and staff about cost saving opportunities.

High Priority

HB3 Goal

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | |
|---|---|---|---|
| Strategy 1: Learn the new HVAC system controls and implement practices with fidelity. Strategy's Expected Result/Impact: reduced energy costs for the campus. Staff Responsible for Monitoring: ALL STAFF | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Establish and promote the policy for electric devices stored in classrooms such as microwaves and mini-fridges. Stickers will be placed on devices to ensure compliance. Strategy's Expected Result/Impact: Reduced energy costs for the campus. Staff Responsible for Monitoring: ALL STAFF | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 3 Details | Reviews | | |
| Strategy 3: Turn off lights, projectors and unplug all appliances on breaks and campus shut down times. Strategy's Expected Result/Impact: Reduced costs and energy savings; protects devices. Staff Responsible for Monitoring: Principal and ALL STAFF | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







Goal 4: SAFETY, SECURITY & MENTAL HEALTH: Groesbeck High School will implement safeguard measures for campuses and will promote strong moral standards for students.











Performance Objective 1: GHS will maintain a safe and orderly environment and updated clean facilities.

Evaluation Data Sources: GHS will follow and suggest modifications as needed to:

Facilities plan
Maintenance and custodial schedules
Crisis Management Plan
Safety and discipline procedures
Energy Conservation Plan

Summative Evaluation: Some progress made toward meeting Objective










| Strategy 1 Details | Reviews | | |
|--|---|---|---|
| Strategy 1: All the plans mentioned above lead to a safer, more structured, and well disciplined environment that will be conducive to learning and growing young adults into productive members of this community and beyond. Strategy's Expected Result/Impact: Meeting minutes, resolved work orders, the actual physical appearance of the facility, the written and documented plans for each on file will show evidence of working systems. Staff Responsible for Monitoring: Administration and committees that develop the plans. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Address and Communicate that dating violence will not be tolerated in any form, including: physical emotional, and/or sexual. Staff Responsible for Monitoring: Principal , Assistant Principal and Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 3 Details | Reviews | | |
|--|---|---|---|
| Strategy 3: All parents and students should be able to use the anonymous alerts system on our website/phone app including TIP411. Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 4 Details | Reviews | | |
| Strategy 4: All parents and students should be encouraged to reach out to trusted adults like parents, teachers, school counselors, youth advisors, or health care providers. They can also seek confidential counsel and advice from professionally trained adults and peers. Strategy's Expected Result/Impact: The National Domestic Violence Hot-line 1.800.799.SAFE (7233) or 1-800-787-3224 (TTY) The National Centers for Victims of Crime (NCVC) 1-800-FYI-CALL The National Dating Abuse Helpline 1-866-331-9474 Break the Cycle: https://breakthecycle.org/ Love is Respect: https://www.loveisrespect.org/ | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: SAFETY, SECURITY & MENTAL HEALTH: Groesbeck High School will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 2: Establish and communicate guidelines for students who are victims.

Summative Evaluation: Significant progress made toward meeting Objective







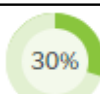
| Strategy 1 Details | Reviews | | |
|--|---|---|---|
| Strategy 1: Allow persons affected by harassment to report the harassment in more than one location to protect confidentiality and ensure impartiality. A good practice is for every building to have at least one person who has expertise in harassment issues to handle complaints of harassment. Encourage individuals of diverse backgrounds and both sexes to serve as complaint managers. Provide a simple form to minimize the need for lengthy written complaints, to focus attention on the critical elements, and to simplify periodic compilation of harassment incident reports. Staff Responsible for Monitoring: Administration and Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 2 Details | Reviews | | |
| Strategy 2: Encourage students and parents to notify the district when harassment occurs, Provide knowledgeable staff responses to reports of harassment, and Require employees to report harassment and to intervene to stop it Strategy's Expected Result/Impact: https://www2.ed.gov/offices/OCR/archives/Harassment/incidents1.html Staff Responsible for Monitoring: Administration and Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 3 Details | Reviews | | |
| Strategy 3: Groesbeck High School will ensure that students have age-appropriate educational materials on the dangers of dating violence and resources for students seeking help Strategy's Expected Result/Impact: reduced incidence; safer environment Staff Responsible for Monitoring: Administration and Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 4 Details | Reviews | | |
| Strategy 4: Campuses will provide educational materials that address Risk Factors for Teen Dating Violence Victimization and Risk Factors for Teen Dating Violence Perpetration Strategy's Expected Result/Impact: Findings suggest that the frequency and severity of teen dating violence increases with age. There are also risk factors that contribute to the likelihood of a teen becoming a perpetrator of dating violence. Many of these are developmentally normal in youth, such as little to no relationship experience, vulnerability to peer pressure, and unsophisticated communication skills. Reduce occurrences of dating violence Staff Responsible for Monitoring: Counselors and Campus Admin | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 5 Details | Reviews | | |
|--|---|---|---|
| Strategy 5: GHS will work with programs who challenge dating violence. Examples of Teen Dating Violence Prevention Programs: The Safe Dates Project, Break the Cycle's Ending Violence Curriculum, The 4th R, The Youth Relationships Project, and/or Shifting Boundaries; YAM, Aim for Success. Strategy's Expected Result/Impact: Reduce occurrences of dating violence | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 6 Details | Reviews | | |
| Strategy 6: GHS staff will be trained in David's Law and implement procedures to be in compliance with the law. Resources will be made available to faculty, staff, students and community via GISD website, virtual student assemblies, posters/flyers (both student and administration generated). Strategy's Expected Result/Impact: Reduce the incidents of bullying and cyber bullying. Resources will be easily accessible. Staff Responsible for Monitoring: ALL STAFF | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: SAFETY, SECURITY & MENTAL HEALTH: Groesbeck High School will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 3: GHS will provide a safe learning environment for all students, including, but not limited to bullying, cyberbullying, hazing, verbal harassment and/or physical harassment.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | |
|---|---|---|---|
| Strategy 1: GHS staff will be trained in David's Law and implement procedures to be in compliance with the law. Resources will be made available to faculty, staff, students and community via GISD website, virtual student assemblies, posters/flyers (both student and administration generated). Staff Responsible for Monitoring: Administration and Counselors | Formative | | Summative |
| | Nov | Dec | Apr |
| |  |  |  |
| Strategy 2 Details | Reviews | | |
| Strategy 2: GHS will promote attendance for character development sessions from the Counselor, including those listed on Parent University sessions. | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 3 Details | Reviews | | |
| Strategy 3: Title IV funds will be used to support well rounded education opportunities, safe and healthy students, and effective use of technology in regards to overall school safety. | Formative | | Summative |
| | Nov | Dec | Apr |
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| Strategy 4 Details | Reviews | | |
| Strategy 4: Improved use of Go Guardian technology monitoring to improve safety and well being of students when using district provided technology. Strategy's Expected Result/Impact: Maintain safety; reduce issues Staff Responsible for Monitoring: Technology team and campus administration | Formative | | Summative |
| | Nov | Dec | Apr |
| |  | | |



No Progress



Accomplished



Continue/Modify



Discontinue