

Agenda of Regular Meeting

The Board of Trustees Groesbeck ISD

A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held November 16, 2020, beginning at 6:00 PM in the GISD Administration Office Board Room
1202 N Ellis
Groesbeck, TX 76642.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference or telephone call. At least a quorum of the board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor. Members of the public may participate in this meeting by the following ways:

Join Zoom Meeting:

<https://us04web.zoom.us/j/71139153219?pwd=QUR5ZmNmZjc3dGdEd2p3VlpyMS9BUT09>

Meeting ID: 711 3915 3219 Passcode: n4ARX4 or join by phone 1 512-813-1044
(PIN 190 652 651#)

Public comments related to this meeting will be handled as follows: Public comments may be submitted by phone by leaving a voice mail at (254) 729-4136 until 3:00 p.m. or by emailing Teresa Battrick (t.battr@groesbeckisd.net). The audio comments will be played for the members of the Board or transcribed and read verbatim to the Board at the public comment section of the agenda. Emails will be read to the Board. A modified version of the public comment regulation consistent with the Attorney General's guidance will remain in effect until the Governor's order on the suspension of certain portions of the Texas Open Meetings Act is lifted or modified. Members of the public who desire to address the Board regarding an item on this agenda must comply with the registration procedures and modified regulation available on the District's website under "Modified Public Comment Regulation". For more information about public comments, see policy BED.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. CALL TO ORDER

II. EXECUTIVE SESSION

- A. Review Recommendation for Employment (Tex. Gov't 551.074)
- B. Review Recommendation for Interim Principal for Enge-Washington Intermediate School (Tex. Gov't 551.074)
- C. Personnel Resignations, Leave of Absences, or Reassignments (Tex. Gov't 551.074)
- D. Consultation with Attorney (Tex. Gov't 551.071)

- E. Deliberation on Separate Agreement, Settlement, and Release of Claims
- F. Pursue Contract Abandonment Through SBEC (Tex. Gov't 551.074)

III. RECONVENE IN OPEN MEETING

IV. DISCUSSION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

- A. Personnel Resignations, Leave of Absences, or Reassignments
- B. Recommendation for Employment
 - I. Other Personnel Positions as Needed
- C. Recommendation for Interim Principal for Enge-Washington Intermediate School
- D. Recommendation on Separation Agreement, Settlement, and Release of Claims

- E. Recommendation on Contract Abandonment through SBEC

V. DISCUSSION AND ACTION ON CANVASS OF BOARD ELECTION HELD ON NOVEMBER 3, 2020

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Board of Trustees Election - November 3, 2020 Results

CANDIDATE/POSITION	BALLOT BY MAIL	EARLY VOTING	EARLY VOTING TOTALS	ELECTION DAY TOTALS	EV & ED TOTALS
AT-LARGE (2 Positions)					
JASON PRINGLE	115	911	1026	321	1347
RONNIE FERGUSON	127	1236	1363	448	1811
TIFFANY BURLESON	73	1094	1167	290	1457
MIKA MORGAN	72	812	884	213	1097

CANVASS OF GENERAL ELECTION

I, Tom Sutton, President
(name) (office)

of Groesbeck I.S.D., Texas, met with the Board of Trustees
(political subdivision holding election) (body acting as canvassing board)

sitting as the canvassing board to canvass the general election of November 3, 2020

on November 16, 2020 at Groesbeck Texas.

I certify that the figures on the tally sheets correspond with the figures on the returns.

Witness my hand this 16th day of November, 2020.

Presiding Officer of Canvassing Authority

SUMMARY REPORT

GROESBECK ISD
2020 General Election
November 3, 2020

VOTES PERCENT

Trustee, At-Large (Expired, 3 Year) GROESBECK ISD

VOTE FOR 2

Jason Pringle	1,347	23.58
Ronnie Ferguson	1,811	31.71
Tiffany Burleson	1,457	25.51
Mika Morgan.	1,097	19.21

Teresa A Battrick

From: Robertson County Elections Office <elections.dept@co.robertson.tx.us>
Sent: Wednesday, November 04, 2020 9:21 AM
To: 'Teresa A Battrick'
Subject: RE: Groesbeck ISD Election Results

We had no one cast a ballot.

Rebekah Callaway, REO

Rebekah Callaway | Elections Administrator

Robertson County Election Center
601 N Hearne Street | Post Office Box 819 | Franklin, Texas 77856

office: 979.828.5726 | fax: 979.828.4584

From: Teresa A Battrick [mailto:t.battr@groesbeckisd.net]
Sent: Wednesday, November 04, 2020 9:04 AM
To: 'Robertson County Elections Office'
Subject: Groesbeck ISD Election Results

Good Morning Rebekah,

Just checking on results for the board of trustees.

Thank you,

Teresa Battrick
Administrative Assistant
Groesbeck ISD

VI. OFFICIAL PRESIDING OVER BOARD MEMBER SWEAR IN FOR OFFICE

VII. REORGANIZATION OF BOARD OF TRUSTEES

VIII. PUBLIC COMMENT (Agenda/Non-Agenda Items)

IX. DISTRICT INFORMATION

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CHARLES SCHWERTNER

STATE SENATOR • DISTRICT 5

COMMITTEES: INTERGOVERNMENTAL RELATIONS, VICE CHAIR • AGRICULTURE • BUSINESS AND COMMERCE • TRANSPORTATION • VETERAN AFFAIRS & BORDER SECURITY

October 29, 2020

The Honorable Bill Flores
United States House of Representatives
2228 Rayburn HOB
Washington, DC 20515

Dear Congressman Flores,

I write to you today to share an ongoing issue facing our public educators in Texas. At a roundtable discussion with about 75 superintendents in attendance, almost every administrator present shared that their school districts are suffering from bus driver shortages. In many of the school districts that I represent, superintendents are required to have a Commercial Driver's License (CDL) and are responsible for driving buses because there are not enough certified drivers to transport students to their various events and activities. I would appreciate you taking the time to consider a federal legislative solution to meet the needs of school districts not only in Texas, but across the country.

The superintendents voiced their concerns regarding the difficulty in obtaining a CDL due to the requirements relating to maintenance and repair of 18-wheelers. Requiring this knowledge to complete the test appears to be overly burdensome for drivers solely intending to drive school buses. As such, my staff explored the possibility of creating a separate class of school bus-only CDLs to help schools ensure that districts' needs are met while still maintaining high class safety standards for bus drivers.

After discussing the issue with the Texas Department of Public Safety, I have learned that the State of Texas is not allowed to modify any part of the CDL requirements or the state will risk losing federal highway funds and the state's ability to issue these licenses. Texas legislators were told that there is nothing we can do to remedy this at the state level. We reached out to a federal oversight agency and were informed that this requirement is in law and the agency can't make changes without a bill. As a result, I wanted to bring this issue to your attention for consideration.

Thank you for your service and dedication as you represent the great state of Texas in our nation's Capitol. If there is any way I can be of assistance, please do not hesitate to reach out to my office.

Sincerely,

A handwritten signature in blue ink that reads "C. Schwertner".

Charles Schwertner
State Senator

CC: Texas Senate District 5 Superintendents

BRYAN OFFICE:

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BRYAN, TEXAS 77802
(979) 776-0222 • FAX: (979) 776-0220

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3E.10 • P.O. Box 12068 • AUSTIN, TEXAS 78711
(512) 463-0105 • FAX: (512) 463-5713
charles.schwertner@senate.texas.gov

GEORGETOWN OFFICE:

117 W. 7th St. #5
GEORGETOWN, TEXAS 78626
(512) 863-8456

Odysseyware					
Credit recovery					
Years	Students enrolled	Total Courses recovered	Number of students graduating after recovering credit	Number of students that did not graduate or finish credit due to withdrawl or no longer attending	Percentage of students sucessfully recovering credit
2018-2021	45	149	41	4	91.11
Fast Track					
Years	Students enrolled	Number of students graduating	Number of students that did not graduate		Percentage of students sucessfully recovering credit
2018-2021	24	23	1		95.83
DAEP					
Years	Students placed due to discipline or court		Students Graduated during placement		Percentage of students sucessfully graduating
2018-2021	5		5		100

**X. DISCUSSION AND POSSIBLE ACTION ON THE DISTRICT IMPROVEMENT PLAN (DIP)
AND THE CAMPUS IMPROVEMENT PLANS (CIP)**

A. District Improvement Plan

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Groesbeck Independent School District

District Improvement Plan

2020-2021



Mission Statement

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

Vision

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

Motto

Every Kid a Winner!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Groesbeck ISD is a rural 3A district in central Texas. The community consists of the towns of Groesbeck, Thornton, and Kosse and the surrounding area including ranch and farm land. Groesbeck ISD is one of the oldest school districts in Texas and is located near historic Ft. Parker. Groesbeck is home to a coal-based power plant, various small mining enterprises and manufacturing industries. The total assessed property value in the school district has decreased by 48% in the last 8 years.

Currently the district serves approximately 1500 students in grade pre-kindergarten - 12. The number of students has decreased in the past year. This continues a trend of declining student enrollment that has been in place for the past three years. Groesbeck ISD does accept transfer students who meet attendance and discipline standards. Students are housed in four campuses: H.O. Whitehurst Elementary (PK - 3), Enge-Washington Intermediate School (4-6), Groesbeck Middle School (7-8), and Groesbeck High School (9-12). The student population is approximately 55% white; 29% Hispanic; 11% African American; 4% two or more races; and the remaining 1% American Indian, Asian, or Hawaiian/Pacific Islander. The majority of the students (64%) qualify for free or reduced meals. English learners comprise about 5% of the population, and about 13% of the students qualify for special education services. Specific information about performance for students as a whole and specific sub-populations is included in the Academic Achievement section of this report. In an effort to save paper, those results will not be duplicated in this section.

Groesbeck ISD employees 264 individuals of which 124 are teachers and 7 are campus based administrators. Teachers and administrators do meet state certification requirements. The 2018-19 Equity Plan indicated no disparity for teachers with less experience with slightly over 60% of the teachers having 10 or more years of experience. Each campus is also served by at least one licensed school counselor. The district is governed by an elected 7-member Board of Trustees.

Demographics Strengths

The student graduation rate is 100%.

More than half of the staff have 10 or more years experience as teachers.

Student Learning

Student Learning Summary

All districts and campuses received an accountability rating of Not Rated: Declared State of Disaster for 2020. The requirement to complete a Targeted Intervention Plan (TIP) based on the 2019 accountability ratings remains in effect. The campus and district improvement plans indicate the goals and strategies that are a part of the TIP. Because the TIP requirement remains for the 2020-2021 school year, the 2019 accountability rating information is also included.

STAAR and EOC exams were not given in spring 2020 because schools were closed as part of the state's disaster declaration. Instruction was provided through electronic and paper packets during the final quarter of the 2019-2020 school year. This disruption has led to learning loss in students. In order to define academic needs of students campuses, have used Beginning of Year assessments from TEA and NWEA MAPS assessments for reading and math. All students are not addressed with these examinations. Results from these assessments are reported as follows.

Beginning of Year Assessment (TEA)

Current Grade Level	Subject	% Approaches	% Meets	% Masters
4th	Math	46.74	18.48	2.17
4th	Reading	51.09	21.74	4.35
5th	Math	32	13	3
5th	Reading	34.95	13.59	4.85
5th	Writing	36	16	3
6th	Math	48.39	13.71	5.65
6th	Reading	44.35	20.97	11.29
6th	Science	39.67	14.05	3.31
7th	Math	58.72	20.18	2.75
7th	Reading	47.37	26.32	13.16
8th	Math	40.68	15.25	3.39
8th	Reading	61.18	35.29	23.53
8th	Alg 1	100	57.14	7.14

MAPS Growth Mathematics

Grade Level	% Lo	% LoAvg	% Avg	% HiAvg	% Hi
1	22	19	24	22	13
2	10	17	19	28	26
3	17	18	25	24	15

MAP Reading Fluency

Percentage

Grade Level	0	1	2	3	4	5
	Below	Approach	Meets	Exceeds		
					15	

MAP Reading Fluency

1	Phonological Awareness	6	4	15	22	51	2
	Phonics/Word Recognition	2	11	20	3	28	1
	Listening Comprehension		19	17	64	0	
	Picture Vocabulary.		12	9	79	0	
2	Phonological Awareness	0	0	4	13	73	9
	Phonics/Word Recognition	0	0	1	16	81	1
	Listening Comprehension		9	16	75	0	
	Picture Vocabulary.		4	9	87	0	
3	Phonological Awareness	0	2	2	11	76	9
	Phonics/Word Recognition	0	0	2	13	73	11
	Listening Comprehension		0	4	96	0	
	Picture Vocabulary.		2	2	96	0	

Updated College Career and Military Readiness data has been released. This data is based upon the graduating class of 2019. Of the 127 reported graduates, 62 met the definition of college and career ready, 50 participated in a sequence of career and technical courses, and 15 did not meet any measure of college and career readiness.

The Groesbeck ISD overall 2019 accountability rating is 80(B) which is met standard.

Student Achievement rating is a 83(B) with STAAR Performance at 73, College Career and Military Readiness at 85, and Graduation Rate at 100.

School Progress is at 85(B) with Academic Growth at 80 and Relative Performance at 8574.

Closing the Gaps is at 69(D).

STAAR Performance is measured as the percentage of students who score approaches grade level, meets grade level, and masters grade level. The following chart shows the percentage all students for each test and each sub-population at each of the score levels.

ELAR	All Students	African American	Hispanic	White	Two or More	Eco Dis	EL (current)	EL (current and monitored)	Spec. Ed. (Current)	Spec. Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Approaches	68	44	63	75	70	62	41	57	32	55	66	75
Meets	39	15	31	48	35	31	15	25	14	35	39	38
Masters	16	3	11	20	10	11	4	9	4	25	16	14
Math												
Approaches	75	58	75	80	72	70	63	71	47	67	76	74
Meets	38	20	34	45	34	32	19	29	20	33	37	44
Masters	17	3	13	22	21	13	5	15	2	24	17	19
Writing												
Approaches	61	29	58	70	73	54	29	38	21	56	61	63
Meets	29	10	19	38	45	23	0	6	17	22	31	20
Masters	8	3	4	10	18	5	0	0	4	11	8	7
Science												
Approaches	71	49	66	83	81	68	37	57	37	50	73	77
Meets	44	19	36	53	44	37	16	36	20	33	42	52
Masters	18	2	13	24	19	13	5	7	5	0	15	28
Social Studies												
Approaches	73	41	69	79	83	68	33	43	46	0	74	68
Meets	37	18	26	43	50	34	0	0	24	0	39	26
Masters	17	5	9	22	25	13	0	0	11	0	19	11

Groesbeck ISD has a 4-year graduation rate of 100%.

Groesbeck had 127 students in the graduation cohort; 71.5 credits were earned by those students with a percentage of 56% College, Career, and Military Ready.

School progress is measured by STAAR growth; Groesbeck ISD earned 971 of the possible 1396 growth points available for ELAR and math.

Closing the Gaps is measured by the number of sub-population groups that meet standard in Academic Achievement, Growth Status, Graduation Rate, English Language Proficiency, Student Success, and School Quality. The chart below gives the number of measures evaluated and the number that met standard.

	Academic Achievement	Growth Status	Graduation Rate Status	English Language Proficiency Status	Student Success Status	School Quality Status
Total Met	0	12	3	0	0	4
Total Evaluated	20	20	4	1	11	6

Student Learning Strengths

The student Graduation Rate is 100%.

112 of 127 students meet all or a portion of the college and career ready measure.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic achievement when measured at the meets level for each of the special populations continues to not meet standard. **Root Cause:** Students do not possess the knowledge and skills necessary to meet grade level expectations.

District Processes & Programs

District Processes & Programs Summary

The administrative team withing Groesbeck ISD remained unchanged for the 2020-2021 school year although changes are anticipated throughout the year and for the 2021-2022 school year.

Personnel: Each position is evaluated for need prior to replacing or adding an employee. We continue to struggle to have a large pool of applicants. We post job openings on our website, the ESC 12 website, and TASANET. We also post on the job boards of professional organizations such as VATAT. We have had no success from attending job fairs. The COVID-19 situation has created difficulties in finding and hiring staff. Interviews are conducted through Zoom. Campus administrators express frustration with the limitations of the electronic/video format for interviews.

Meeting the needs of students who receive special education services continues to be a priority. Finding qualified paraprofessional staff has proven to be difficult with multiple aides leaving the district and new personnel not being readily available for all open positions. Each grade level (1-6) has a designated classroom support paraprofessional and each core subject department in grades 7-12 has a designated classroom support paraprofessional. Each campus is also served by at least one certified special education teacher who coordinates services to students served under IDEA.

Information Management/PEIMS: A change was made in the Student Information System. Groesbeck ISD now uses TxEIS for both student and business information management. The transition from Skyward to TxEIS student was not smooth. Multiple problems arose with complete and accurate data transfer. All staff training was conducted electronically due to COVID-19.

Professional Practices: Professional Development is planned in consultation with the Superintendent, Assistant Superintendent, Campus Administrators, and Teachers. The 2020-2021 school calendar contains two teacher comp-days. All staff over-night travel was stopped due to the corona virus. Staff were able to participate in online and electronic professional development. Because in-person professional development was not available during the summer of 2020, staff were provided access to electronic professional development through ESC 6 EduHero. Great effort has been required to ensure that all staff members completed the required content and number of trainings. Groesbeck ISD continues to participate in Region 12 professional development opportunities. Additional conferences from providers such as lead4ward and TEPESA/TASSP will be available for staff. Additionally, grade level teams will meet regularly and district administrators will lead professional development throughout the year. All professional development is designed to support the program of instruction provided to students. As long as COVID-19 numbers allow, staff will be able to begin traveling to attend conferences in January 2021. No visitors are allowed in the school buildings; therefore, outside providers have not been engaged for the 2020-2021 school year.

Programs and Opportunities for Students: The first priority for the 2020-2021 school year was a safe return to on-campus instruction for students and staff. Many classroom practices changed to allow for social distancing and to decrease the possibility of spreading COVID-19. Groesbeck ISD created a Return to School Safely Plan to guide the return of students and staff to school buildings; this plan is available on the GISD website. Groesbeck also continues to offer asynchronous remote instruction to students who do not wish to return to campus or who are removed from campus for a short time such as when quarantining due to COVID-19 exposure. The Groesbeck ISD Asynchronous Learning Plan has been approved by TEA and is posted on the GISD website.

Groesbeck ISD adopted new reading/language arts curriculum. Collaborative Literacy from the non-profit Collaborative Classroom was chosen for grades k-5; ThinkCERCA was chosen for grades 6-12. Reading/language arts teachers are not required to follow the TEKS Resource System non-negotiables as long as they are following the newly adopted curriculum. District curriculum non-negotiables continue for math, science, and social studies. Teachers must use TEKS Resource System and specifically the Year-at-a-Glance, Instructional Focus Document, and Performance Assessments. Groesbeck ISD has moved to a nine-week grade reporting period; therefore, classroom teachers are now required to give a unit assessment at the end of each unit of study, and district created/provided Curriculum Based Assessments are given at the end of each nine-week grading period. Campus administrators monitor the teachers use of required curriculum through lesson plans and classroom observations. Support for the use of TEKS Resource System is provided to teachers through the TExGuide, an online library of support materials organized to support TEKS Resource System. Primary grade teachers continue to provide a self-contained setting and to utilize the Daily 5 model of instruction for English/Language Arts and Reading. A district-wide instructional coach was added to provide another layer of

support for teachers and principals. A formal RtI process is in place that includes student assessment and evaluation paired with individual, targeted intervention as indicated. Students in grades 6-12 are issued a chromebook for the school year. Students take this chromebook to and from school and have this device to use in the classroom and at home. Students in grade K-6 have access to chromebooks in the classroom; students in grades 7-12 are issued a chromebook for use during the school year. Internet Hotspots are also available for students to check out and use at home. The Hotspots were acquired through the TEA Operation Connectivity program and with the generous support of the City of Groesbeck and Limestone County.

District Processes & Programs Strengths

Return to School Safely Plan for safe return to on-campus instruction.

Defined curriculum available in TEKS Resource System. Specific support provided through TExGuide.

Newly adopted reading/language arts curriculum for grades K-12.

Professional development targeted to meet instructional needs.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The average percentage of students scoring at the masters grade level is below 20%. **Root Cause:** Instruction does not consistently meet the level of rigor defined in TEKS.

Perceptions

Perceptions Summary

The district attendance rate for the 2019-2020 school year is 95.48% very nearly the same as the prior year's rate of 95.68%. TEA calculated the attendance rate differently to allow for the forced closure of schools for the last quarter of the school year. TEA has also put a Hold Harmless agreement in place for the first semester of the 2020-2021 school year to protect districts from vastly different attendance rates resulting from COVID-19 and the fears surrounding the virus.

Groesbeck ISD has a 4-year graduation rate of 100%.

The staff turnover rate for 2020 was half that of the prior year. Administrators expressed difficulty in finding certified and qualified candidates for the positions that were open. The 5th - 8th grade reading/language arts positions are all filled with teachers new to the positions and 4 of the 7 teachers are brand new teachers. In order to keep everyone safe, interviews were conducted with Zoom. Principals expressed dissatisfaction with the platform and their ability to get a true depiction of the person's likelihood of success as a teacher. Several special education paraprofessional positions were also open and proved to be difficult to fill. It seemed as if as soon as one person was hired another resigned.

Groesbeck added a full-time counselor for the 2019-2020 school year who served all campuses. The counselors also began working together and documenting the work done with students. All students received guidance lessons concerning bullying and how to report incidents of bullying. Administrators used the Anti-Bullying Toolkit from Walsh, Gallegos to respond to reported incidents of bullying.

Groesbeck ISD used the Remind system as a method of communication with all stakeholders. Despite many efforts, multiple phone calls, and much work Remind proved ineffective. Because of this difficulty, Groesbeck ISD has moved to eNotes by Gabberts as a communication method for the 2020-2021 school year. Gabberts eNotes provides the capability of sending text messages, emails, or voice calls to specific groups.

Groesbeck ISD published video messages entitled Word from the Herd prior to and at the beginning of the 2020-2021 school year to share back-to-school information. Groesbeck ISD also purchased video streaming equipment to be able to livestream athletic events as well as other events that occur throughout the school year.

No campus met the designation of persistently dangerous.

Perceptions Strengths

All campuses met the definition of a safe campus.

Priority Problem Statements

Problem Statement 1: Academic achievement when measured at the meets level for each of the special populations continues to not meet standard.

Root Cause 1: Students do not possess the knowledge and skills necessary to meet grade level expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: The average percentage of students scoring at the masters grade level is below 20%.

Root Cause 3: Instruction does not consistently meet the level of rigor defined in TEKS.

Problem Statement 3 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Goals

Revised/Approved: November 16, 2020

Goal 1: All students exceeding state and federal performance standards

Performance Objective 1: The percentage of special education students scoring at the meets grade level will be at least 20%.





Targeted or ESF High Priority

Evaluation Data Sources: STAAR Score Reports

Eduphoria Reports

PBMAS Report

Summative Evaluation: None

<p>Strategy 1: Each campus principal will meet with the Superintendent and Asst. Superintendent to report the progress of special education students.</p> <p>Strategy's Expected Result/Impact: At least 20% of Special education students will score at the meets level on STAAR by 4%.</p> <p>Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Teachers will utilize TEKS Resource System components consistently including the Year-at-a-Glance, the Instructional Focus Document, and the Performance Assessments for math, science, and social studies.</p> <p>Strategy's Expected Result/Impact: The percentage of special education students scoring at the meets grade level will be at least 20%.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5 - Results Driven Accountability</p> <p>Funding Sources: TEKS Resource System, TExGuide - General Fund - 410 11 6239 00 999 011 000</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Teachers will utilize the reading/language arts curriculum Collaborative Literacy (grades K-5) and ThinkCERCA (grades 6-12) with fidelity.</p> <p>Strategy's Expected Result/Impact: The percentage of special education students scoring at the meets grade level will be at least 20%.</p> <p>Staff Responsible for Monitoring: principals, assistant principals</p> <p>Title I Schoolwide Elements: 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards





Performance Objective 2: The percentage of all students and each sub-population of students scoring meets grade level will increase by at least 4%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR score reports
Eduphoria reports

Summative Evaluation: None

<p>Strategy 1: Primary grade level teachers will implement the Daily 5 structure for teaching English/Language Arts and Reading.</p> <p>Strategy's Expected Result/Impact: The percentage of students who score meets grade level will increase by 4%.</p> <p>Staff Responsible for Monitoring: Elementary Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Teachers will utilize one of the approved and adopted curriculum resources consistently and with fidelity: TEKS Resource System components including the Year-at-a-Glance, the Instructional Focus Document, and the Performance Assessments for math, science, and social studies, Collaborative Literacy (K-5) and ThinkCERCA (6-12), and Texas Home Learning 3.0.</p> <p>Strategy's Expected Result/Impact: The percentage of students who score meets grade level will increase by at least 4%.</p> <p>Staff Responsible for Monitoring: Principals and Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: GISD will standardize the electronic instructional resources used: Education Galaxy for grades 1-6 and Odysseyware for grades 7-12.</p> <p>Strategy's Expected Result/Impact: The percentage of all students and each special population of students scoring at the meets level on STAAR will increase by at least 4%.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 4: GISD will provide wifi hotspots to students who request so that students will have access to internet resources while at home.</p> <p>Strategy's Expected Result/Impact: The percentage of students and each special population of students scoring at the meets level on STAAR will increase by at least 4%.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

<p>Strategy 5: GISD will use MAPS Growth and Reading Fluency, TxKEA, and CIRCLE assessments to inform instruction and measure student growth for students in grades Pre-k - 3.</p> <p>Strategy's Expected Result/Impact: Students will show growth in achievement.</p> <p>Staff Responsible for Monitoring: principals, assistant principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards


Performance Objective 3: At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.

Evaluation Data Sources: STAAR score reports
Accountability Reports

Summative Evaluation: None

<p>Strategy 1: The RtI program will be evaluated and updated as needed to meet state requirements and the needs of the students. District-wide quarterly meetings will be held for all staff involved in RtI.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director of Special Programs, Principals, Instructional Interventionists.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Instructional Interventionists will be hired for elementary, intermediate, and middle school campuses. District wide curriculum and instructional support for all campuses will be provided.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principals, Instructional Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability</p> <p>Funding Sources: - Title I, - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Master schedules will reflect time for targeted interventions and teachers assigned to specific tutorials.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 4: Data will be kept on each student grades K-exit level EOC to show mastery of skills and/or progress on state assessments in the form of a War Board, War Room or Digital Data Notebook and will be used to target instruction.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I Schoolwide Elements: 2.4 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

<p>Strategy 5: The District will use state compensatory funding, Rural Low Income funding, and Title I funding to support at-risk students through tutorials, STAAR prep and SUCCESS classes, inclusion aides, and content mastery.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director of Special Programs, Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: All students exceeding state and federal performance standards

Performance Objective 4: GISD will see a decrease in incidents of bullying.

Evaluation Data Sources: Discipline Reports
Bullying Reports

Summative Evaluation: None





Strategy 1: GISD administrators and counselors will utilize the Anti-Bullying Toolkit published by Walsh Gallegos. Strategy's Expected Result/Impact: Incidents of bullying will decrease Staff Responsible for Monitoring: Asst. Superintendent, Principals	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: GISD will participate in the Dan Korem Snapshot training year two. This initiative will include students, teachers, counselors, and administrators. Strategy's Expected Result/Impact: Incidents of bullying will decrease Staff Responsible for Monitoring: Superintendent, Principals	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 3: Students will participate in guidance lessons that include the definition of bullying, how to report a bullying incident, and what to do if bullied. Strategy's Expected Result/Impact: The number of bullying incidents will decrease. Staff Responsible for Monitoring: Principals, Asst. Principals, Counselors	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards

Performance Objective 5: At least 15 students will earn an industry recognized certification.

Evaluation Data Sources: Industry certifications earned
Accountability reports--CCMR

Summative Evaluation: None

Strategy 1: GISD will align CTE courses with the TEA released Programs of Study. Strategy's Expected Result/Impact: The number of students who earn an industry recognized certificate will increase. Staff Responsible for Monitoring: GHS Counselors, Principal	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: GHS will increase the number of certifications available to students to include ServSafe, MOS Specialist, and in future years CNA. Strategy's Expected Result/Impact: The number of students who earn an industry recognized certificate will increase. Staff Responsible for Monitoring: Principal, Counselors	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 1: The District and campuses will provide regular communication to stakeholders.

Evaluation Data Sources: District Website

- Newsletters
- Social Media
- Remind

Summative Evaluation: None





Strategy 1: GISD will contract with Gabbarts eNotes to provide coordinated communication services. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principals, Director of Technology, Superintendent	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: District and campus staff will use electronic platforms such as websites and social media sites to distribute information to stakeholders. Strategy's Expected Result/Impact: Regular communication will be provided to stake holders. Staff Responsible for Monitoring: Superintendent, Administrative Assistant, Principals	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 2: Student attendance rate for the district will increase from 95.48% to at least 96.08%.

Evaluation Data Sources: Student attendance reports

Summative Evaluation: None





Strategy 1: Campuses will work with parents and students to create Truancy Prevention Plans. Strategy's Expected Result/Impact: The students attendance rate will be at least 96.18%. Staff Responsible for Monitoring: Principals, Assistant Principals. Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: Campuses will enforce state attendance laws in regards to course credit and truancy. Strategy's Expected Result/Impact: The student attendance rate will be at least 96.18%. Staff Responsible for Monitoring: Principals, Assistant Principals Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 3: School personnel will increase awareness among students, parents, and community members of the importance of regular school attendance through social media posts, school newsletters, personal communication. Strategy's Expected Result/Impact: The student attendance rate will be at least 96.18%. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals, Assistant Principals Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 4: School personnel will increase awareness among students, parents, and community members of the importance of regular school attendance through social media posts, school newsletters, personal communication. Strategy's Expected Result/Impact: Student attendance will increase to 96.08%. Staff Responsible for Monitoring: Asst. Principals, Principals	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment

Performance Objective 1: The district will provide staff opportunities to attend quality professional development to support identified needs and goals.

Evaluation Data Sources: Financial records showing professional development invoices
Sign-in sheets

Summative Evaluation: None





<p>Strategy 1: The District will send groups of teachers and administrators to the following professional conferences. lead4ward: Power of Process; think!; Rockin' Review TASSP TEPSA other as identified</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will attend quality professional development. Staff Responsible for Monitoring: Assistant Superintendent, Principals Title I Schoolwide Elements: 2.6 - Results Driven Accountability Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: The District will participate in Region 12 cooperative offerings.</p> <p>Strategy's Expected Result/Impact: Staff will attend quality professional development. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent Title I Schoolwide Elements: 2.6 - Results Driven Accountability Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: GISD will contract with Ruth Meggs to provide support and training to principals and teachers.</p> <p>Strategy's Expected Result/Impact: Staff will receive quality professional development Staff Responsible for Monitoring: Asst. Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment

Performance Objective 2: District and Campus Administrators will conduct walkthroughs and provide feedback to the teachers.

Evaluation Data Sources: Documentation of Walkthroughs
Documentation of Meetings with Teachers to Provide Feedback

Summative Evaluation: None





Strategy 1: Principals and Assistant Principals will conduct at least 5 classroom walkthroughs each week. Strategy's Expected Result/Impact: Campus administrators will conduct classroom walkthroughs. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: District and campus administrators will meet monthly to participate in group walkthroughs. Strategy's Expected Result/Impact: District and campus administrators will conduct classroom walkthroughs. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students

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

Evaluation Data Sources: District Emergency Operations Plan
 Safety Drill Reports
 Safety and security upgrades (hardening of facilities)

Summative Evaluation: None





Strategy 1: The district will evaluate and update the Emergency Operations Plan. Strategy's Expected Result/Impact: The District will have a current Emergency Operations Plan. Staff Responsible for Monitoring: Superintendent, District Safety Coordinator	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: Each campus will complete regular safety drills. Strategy's Expected Result/Impact: Each campus will conduct regular safety drills. Staff Responsible for Monitoring: District Safety Coordinator, Principals, Assistant Principals	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students

Performance Objective 2: The District will implement the Return to School Safely Plan and will follow TEA and CDC guidelines in cleaning facilities.

Evaluation Data Sources: Student and staff attendance rate; custodial evaluations

Summative Evaluation: None

Strategy 1: Custodial and transportation staff will use Victory Backpack Electric Sprayer and Victory Cordless Handheld Electrostatic Sprayer to disinfect buildings and school vehicles. Strategy's Expected Result/Impact: Facilities will be clean and safe for students and staff. Staff Responsible for Monitoring: Custodial Supervisor; Director of Maintenance	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: Custodial staff will follow a cleaning schedule that includes cleaning high-traffic and frequently touched areas multiple times during each day. Strategy's Expected Result/Impact: Facilities will be clean and safe for students and staff. Staff Responsible for Monitoring: Custodial Supervisor, Director of Maintenance	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	TEKS Resource System, TExGuide	410 11 6239 00 999 011 000	\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Groesbeck ISD
Return to School Safety Plan
July 29, 2020



Groesbeck ISD is committed to the safety of our students, parents, teachers, and staff. We have crafted this plan to provide the best instructional environment coupled with safe practices as defined by the Center for Disease Control (CDC) and the Texas Education Agency (TEA). It is our goal that the 2020-2021 school year be one of learning and growth for all of our constituents.

Groesbeck ISD will begin classes with both in-person and remote instruction on August 12, 2020. We will follow the Board adopted 2020-2021 School Calendar to the extent possible while complying with any duly authorized public health notices. Families will have the opportunity to select whether their students will attend school on-campus or via remote instruction. Students who attend on-campus will have a full schedule of classes including reading/language arts, math, science, social studies, physical education/athletics, band/music, art, and elective classes as appropriate for the grade level. Attendance will be taken daily. Students who work remotely will be expected to spend about the same amount of time working on school at home as they would if they attended in person. Attendance will be taken each day for students working remotely. To be counted present, a student must complete daily assignments. Teachers will be monitoring student progress each day, and students will connect with teachers regularly. Remote instruction will rely a great deal on technology; so students who plan to work remotely need to have reliable access to the internet. If a student is attending remotely, he or she may choose to attend in person at the end of the grading period. For example, if a student begins the school year working remotely, he or she may begin coming to school in person at the end of the 1st nine week grading period.

Students who reside within the boundaries of Groesbeck ISD are entitled to enroll in Groesbeck ISD. Students who reside outside the boundaries of Groesbeck ISD may apply to be transfer students. Transfer student applications are available by calling 254-729-4100. All decisions regarding transfer students are made in compliance with Board of Trustees Policy FDA(LOCAL) which can be found on the Groesbeck ISD website, www.groesbeckisd.net.

This document will explain the steps being taken to prevent the spread of the COVID-19 virus, to respond to a lab-confirmed case of the COVID-19 virus, and to mitigate the likelihood that the COVID-19 virus will be spread inside the school. While we know that it is not possible to eliminate all the risks of contracting or spreading the COVID-19 virus, there are specific steps that can be taken to keep our students, parents, teachers, and staff safe.

School leaders with input from staff, parents, and community members have compiled the components of this document. As the information about the COVID-19 virus changes and as updates from the CDC and TEA are provided, this plan could be modified. All changes will be disseminated to stakeholders through the Groesbeck ISD website and electronic communication channels. If you have questions or comments concerning the Return to School Safely Plan, you may contact Mr. Dayne Duncan, Groesbeck ISD Safe Schools Coordinator, at d.dunca@groesbeckisd.net or 254-729-4190.

Definitions

Close contact is defined as being directly exposed to infectious secretions (e.g. being coughed on); or being within six feet of an infected individual for a cumulative duration of 15 minutes if either occurred at any time in the last 14 days at the same time the infected individual was infectious. Individuals are presumed infectious at least two days prior to symptom onset, or in the case of asymptomatic individuals who are lab-confirmed with COVID-10, two days prior to the confirming lab test.

Screening is an activity that campuses conduct to identify and temporarily exclude from campus those who may have been exposed to COVID-19, in an effort to keep the virus out of campuses.

Case investigation is defined as discussions with a COVID-19 positive individual to determine who may have spread and/or been infected and how that may have occurred.

Contact tracing is the identification of individuals who have been exposed as close contacts to COVID-19 and are as a result possibly infected themselves, but pre-symptomatic.

Staying home allows individuals who may have been exposed to COVID-19 to monitor their symptoms during the period in which they may be infectious. These individuals should separate themselves from others outside their home, monitor their health, and follow directions from their state or local health entity.

Self-isolation is used to separate people infected with COVID-19 (including those who are sick with the virus and those with no symptom) from people who are not infected. People who are in isolation should stay home until it is safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

Symptoms of COVID-19

Any of the following symptoms indicate a possible COVID-19 infection.

- Temperature of 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- New uncontrolled cough that causes difficulty breathing (or, for students with a chronic allergic/asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting or abdominal pain
- New onset of severe headache, especially with a fever

(Visit the CDC website, www.cdc.gov, for COVID-19 symptom updates.)

Prevention

All teachers and staff will conduct a self-screen for COVID-19 symptoms before coming on to campus/departments each day. The screener can be accessed at https://www.groesbeckisd.net/364543_4. The screening includes teachers and staff taking their own temperature. Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have

had close contact with an individual who is lab-confirmed with COVID-19, and, if so, must remain off campus until the 14-day incubation period has passed.

If a student has COVID-19 symptoms or is lab-confirmed with COVID-19, he or she may not attend school on campus, and instead should opt to receive remote instruction until the conditions for re-entry are met. Parents are also encouraged to opt for remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. Groesbeck ISD staff may also conduct student screening for COVID-19 symptoms. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. Screening questions will be asked of a student's parent or guardian. Students who attend H.O. Whitehurst Elementary will have daily forehead temperature screenings.

Visitors will not be allowed on Groesbeck ISD campuses. Parents who drop-off and pick-up their student(s) must remain in the vehicle at all times. No visitors will be allowed to eat lunch with students, and no outside lunches may be dropped off at any campus. Parents who have business on their child's campus must call the campus and receive instructions from the school secretary concerning how to proceed. All parent meetings will be conducted electronically to the extent possible. Parents are encouraged to contact their child's teacher anytime a question arises. Contact can be made through Groesbeck ISD email or campus telephone. If it is determined that a visitor must be allowed on campus, each visitor will be screened to determine if the visitor has COVID-19 symptoms or is lab-confirmed with COVID-19 or has had close-contact with an individual who is lab-confirmed with COVID-19, and, if so, the visitor will not be allowed on campus.

Students who have any COVID-19 symptoms will be immediately separated until he/she can be picked up by the parent/guardian. The area(s) the individual used will be disinfected as soon as feasible. Students who report feeling feverish will have an immediate temperature check to determine if they are symptomatic for COVID-19.

Any individual (student, teacher, staff) who is either lab-confirmed to have COVID-19 or experiences the symptoms of COVID-19 must stay home throughout the infection period, and cannot return to campus until the school system screens the individual to determine if the following conditions have been met.

- In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - At least one day (24 hours has passed since recovery (resolution of fever without the use of fever-reducing medications);
 - The individual has improvement in symptoms (e.g. cough, shortness of breath); and
 - At least ten days have passed since symptoms first appeared.
- In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to campus until the individual has completed the same three-step set of criteria listed above.
- If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.

Response

If an individual who has been in school is lab-confirmed to have COVID-19, the school will notify the local health department and comply with all applicable federal, state, and local laws and regulations.

The school will close off the areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until non-porous surfaces in those areas can be disinfected, unless more than seven days have already passed since that person was on campus.

The school will notify all teachers, staff, and families of all students in the affected school if a lab-confirmed case of COVID-19 is identified among students, teachers, or staff who participate in any on campus activities.

Mitigation

Each campus will have hand sanitizer available at each entrance. Additionally, all classrooms will have either hand sanitizer or a handwashing station with soap and water.

All students and staff will be encouraged to sanitize/wash hands frequently. Elementary students will have supervised handwashing/sanitizing for at least 20 seconds at least two times each day. Secondary students will be provided time for handwashing/sanitizing during the day.

On the first day of instruction and regularly during the school year, students will be taught how to properly wash hands and how to properly cover coughs and sneezes. Students will be taught hygiene practices to mitigate the spread of COVID-19.

Campus restrooms will be disinfected at least three times each day. Entry doors will be disinfected at least four times each day. Areas used by groups of students will be disinfected between student groups, and commonly touched objects like doorknobs will be disinfected throughout the day. Cleaning and disinfecting products will meet guidelines for use in schools.

All adults and all students in 4th grade and above must wear face coverings (face masks covering the nose and mouth or face shields covering eyes, nose, and mouth) while in the school building, on a school bus, or participating in a school related activity unless specifically allowed to remove the face covering for the activity (e.g. physical exercise). Students who are exercising and have removed face coverings will remain at least six-feet apart.

Students will be separated as much as possible within classrooms. Elementary students will remain in the same classroom throughout the day with the exception of physical education or elective classes. Secondary students will follow their class schedule. Additional protections such as hallway patterns and social distancing will be enforced.

Specific drop-off and pick-up procedures will be put in place. Each campus will specify their procedures and will share them with students and families. Specific entrances will be designated for arrival and departure. All arrival and departure procedures will be posted on the campus websites.

Large groupings of students and assemblies will not occur. Students will not take field trips during the fall semester. Teachers and staff will not attend meetings or conferences that require overnight travel.

Water fountains within school buildings will be covered and not available. Students may bring water to school in a bottle with a lid. Students will be allowed to refill water bottles.

Elementary and middle school students will eat lunch in the classrooms. High school students will eat in designated locations that allow for social distancing. Students may purchase a lunch from the cafeteria or may bring a lunch with them to school. No outside lunches may be delivered to school. No microwaves will be available for students.

Transportation will be available for students. All students and staff must wear a face covering when on the bus. Students will be screened for fever when they get on the bus. To the extent possible, students will be separated when on the bus; family groups will be placed together. Students will enter and exit the bus in a manner to decrease person-to-person contact. All buses will be disinfected after each use.

Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis.**
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment.** This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day

- Curricular progress evidenced from teacher/student interactions made that day
- Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Include sample daily schedules for students by grade band

Summarize how your instructional schedules meet the criteria:

Component	Explanation									
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students who work remotely are expected to spend similar amounts of time interacting with academic contact as students who are attending school in person. General guidelines for student content engagement are sent to parents and students. Teachers can track student engagement through assignment completion. Each student is issued a Chromebook and additional hotspots have been ordered to support internet accessibility. The following tables represent daily engagement guidelines.</p> <p>Pre-kindergarten</p> <table border="1" data-bbox="478 1401 1713 1503"> <tbody> <tr> <td data-bbox="478 1401 989 1442">Reading/Language Arts</td> <td data-bbox="999 1401 1367 1442">60 minutes</td> <td data-bbox="1377 1401 1713 1442">Asynchronous</td> </tr> <tr> <td data-bbox="478 1442 989 1474">Math</td> <td data-bbox="999 1442 1367 1474">60 minutes</td> <td data-bbox="1377 1442 1713 1474">Asynchronous</td> </tr> <tr> <td data-bbox="478 1474 989 1503">Science/Social Studies</td> <td data-bbox="999 1474 1367 1503">45 minutes</td> <td data-bbox="1377 1474 1713 1503">Asynchronous</td> </tr> </tbody> </table>	Reading/Language Arts	60 minutes	Asynchronous	Math	60 minutes	Asynchronous	Science/Social Studies	45 minutes	Asynchronous
Reading/Language Arts	60 minutes	Asynchronous								
Math	60 minutes	Asynchronous								
Science/Social Studies	45 minutes	Asynchronous								

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Physical Education, Music, Social-Emotional Learning	60 minutes	Asynchronous
Mastery/Community Builder Check-ins	30 minutes	Synchronous
Kindergarten – 3 rd Grade		
Reading/Language Arts	90 minutes	Asynchronous
Math	90 minutes	Asynchronous
Science/Social Studies	45 minutes	Asynchronous
Physical Education, Music, Social-Emotional Learning	60 minutes	Asynchronous
Mastery/Community Builder Check-ins	60 minutes	Synchronous
4 th – 6 th Grades		
Reading/Language Arts	90 minutes	Asynchronous
Math	90 minutes	Asynchronous
Science	30 minutes	Asynchronous
Social Studies	30 minutes	Asynchronous
Physical Education, Music, Art	60 minutes	Asynchronous
Social-Emotional Learning	30 minutes	Synchronous
Assessment and Small Group Support	30 minutes	Synchronous
7 th – 8 th Grades *Minutes include direct instruction and homework.		
Reading/Language Arts	90 minutes*	Asynchronous
Math	60 minutes*	Asynchronous
Science	60 minutes*	Asynchronous
Social Studies	60 minutes*	Asynchronous
Elective 1	30 minutes*	Asynchronous
Elective 2	30 minutes*	Asynchronous
Assessment and Small Group Support	30 minutes	Synchronous
9 th – 12 th Grades * Minutes include direct instruction and homework.		
Language Arts and Reading	60 minutes*	Asynchronous
Math	60 minutes*	Asynchronous
Science	60 minutes*	Asynchronous
Social Studies	60 minutes*	Asynchronous
World Language (if appropriate)	60 minutes*	Asynchronous
Elective 1	60 minutes*	Asynchronous
Elective 2	60 minutes*	Asynchronous

	Assessment and Progress Monitoring	30 minutes	Synchronous
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Teachers create lessons that are shared with remote students like they are shared with on-campus students.</p> <p>Pre-kindergarten – 3rd Grade Students in grades pre-kindergarten through three are served in self-contained classrooms. For these grade levels, specific teachers have been identified as the asynchronous instructors. These ladies provide daily instruction, practice, assessment, and support through recorded lessons, electronic curriculum, daily check-in, and independent practice. Teachers provide daily office hours for individual student contact as well as daily small group check-in times. The check-in times provide opportunities for tutoring as well as community building.</p> <p>4th – 6th Grades Students in grades four through six are served in departmentalized classrooms. For these grade levels, teachers serve both in-person and remote learners. Students are provided daily instruction, supported practice, and assessment through recorded lessons, electronic resources, daily check-in, and independent practice. Each teacher provides support and instruction for his/her specific subject. Teachers provide office hours for individual student contact. Teachers also provide small group check-in time for tutoring and community building; these are provided during times when in-person learners are attending other classes.</p> <p>7th – 8th Grades Students in grades seven and eight are served in departmentalized classrooms. For these grade levels teachers serve both in-person and remote learners. Students are provided daily instruction, practice, and assessments through recorded lessons, video conferences, and electronic resources. Each teacher provides support for his/her subject area and students. A small team of specialized teachers (English/Language Arts, math, and special education) provides individual and small group support to students both in-person and remote. For remote students, this support is provided via phone calls and video conferences. The contact information for these teachers is provided to students so that the student can instigate contact; or the teacher may reach out to the student if data indicates a need for additional support.</p> <p>9th – 12th Grades Students in grades nine through twelve are served in departmentalized classrooms. For these grade levels, teachers serve both in-person and remote learners. Teachers provide daily instruction, practice, and assessments through recorded lessons, video conferences, and electronic resources. Each teacher provides support for his/her subject area and students through daily published office hours. Additionally, a group of paraprofessional employees monitor student engagement and remote participation. Students who are not meeting expectations are contacted by teachers. Information gained from these contacts is shared with fellow instructors and students will receive personalized supports.</p>		

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<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers are expected to interact with students regularly; to monitor student achievement; and to provide academic and social/emotional support.</p> <p>Pre-kindergarten – 3rd Grade Students in this grade band require more specific and intense support to access curriculum and to benefit from instruction. Teachers are expected to have daily interaction with students. Teachers will minimally interact with students in the daily provision of content or through small group check-ins or through individual tutoring. All contact with students of this age level is made through or with parents/guardians.</p> <p>4th – 6th Grades Students in this grade band are gaining independence and are able to access the electronic resources and lessons without direct support from parents; additionally, students have multiple teachers. Each student will have a daily interaction with a teacher; however, each student will not necessarily interact with all of his/her teachers on a daily basis. Student teacher interaction will include telephone, video conference, and email. All contact with students of this age level will include parents/guardians.</p> <p>7th - 12th Grades Students in this grade band do not require direct support to be able to access the electronic resources and lessons provided by teachers; however, they do need daily supervision and encouragement to remain engaged as expected. Each student will have daily interaction with teachers through the lessons provided and at least at least twice-weekly direct interaction with a teacher through telephone, video conference, or email. With parent/guardian permission, teachers may make direct contact with students.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students who have additional learning needs such as identified disabilities or English Learners will receive the supports described for all students plus targeted modifications.</p> <p><u>Students who Qualify for Special Education Services</u> Students who attend in-person and qualify for services under IDEA have access to additional in-class supports from designated paraprofessionals and from certified teachers in a Content Mastery setting. For students with individual needs who attend remotely, additional individual check-ins (teachers and designated paraprofessionals) will be made through direct contact and scheduled check-ins. Progress will be monitored and contact can be initiated by the student or by the teacher or paraprofessional. Students will also receive modifications available in the curriculum and learning management system. IEP services including accommodations/modifications will be followed, and Admission, Review, and Dismissal (ARD) committee meeting will be held within timelines.</p> <p><u>Students who Qualify for Modifications under Section 504</u> 504 committee meetings will be held within the designated timelines and modifications will be provided. Students will be provided additional access to teachers. Students will receive modifications available in the curriculum and learning management system. Students who are to receive direct services such as dyslexia or tiered interventions will continue to receive those services virtually.</p> <p><u>ESL Students</u> ESL modifications and supports will be provided. The District ESL coordinator will monitor the progress of these students and will periodically check-in with students and families. Classroom teachers will monitor student progress and will provide check-</p>

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	<p>in times for students. Teachers will instigate check-ins if progress is lacking. Students will receive modifications available in the curriculum and learning management system. Linguistic supports will be provided to students such as bilingual dictionaries, electronic translation of words or phrases in online curriculum, and learner scaffolds provided by teachers.</p>
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK	FrogStreet Press Texas Home Learning Phase 3	CIRCLE	Yes	Accommodations and/or modifications will be provided to students according to the student's IEP.	Curricular resources include pictures, books, and activities to build language skills.
	K-5	TEKS Resource System, TExGuides HMH Go, Math Education Galaxy Texas Home Learning Phase 3: Eureka Math TEKS Edition	Performance Assessments and Unit Assessments in TEKS Resource System; District developed Curriculum Based Assessments; Education Galaxy progress monitoring assessments	Yes	Multiple strategies and materials available for differentiation Personalized instruction and pacing based on individual progress-Education Galaxy Modifications included in Eureka Math.	Go Math offers materials and strategies to support ELs. TExGuides have many strategies and materials to allow for differentiation and modifications. Education Galaxy provides personalized instruction and pacing based on individual progress. Eureka Math provides modifications for English Learners.

			Assessment embedded in Eureka Math			
	6-8	<p>TEKS Resource System, TexGuides</p> <p>HMH Go Math</p> <p>Texas Home Learning Phase 3, Carnegie Learning Texas Math Solution</p>	<p>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments; progress monitoring and unit assessments in Carnegie Learning</p>	Yes	<p>Multiple strategies and materials available for differentiation. Modifications and accommodations will be provided per student's IEP.</p> <p>Brain Pop, Let's Go Learn</p> <p>Modifications available through Carnegie Learning.</p>	<p>Multiple strategies and materials available for differentiation in TexGuides and TEKS Resource System.</p> <p>Carnegie Learning provides modifications for ELs.</p>
	9-12	<p>TEKS Resource System</p> <p>Texas Home Learning Phase 3, Carnegie Learning Texas Math Solution</p> <p>IXL</p>	<p>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments; progress monitoring and unit assessments in Carnegie Learning; practice and assessments in XL</p>	Yes	<p>Multiple strategies and materials available for differentiation. Modifications and accommodations will be provided per student's IEP.</p> <p>Brain Pop, Learning A-Z, Enchanted Learning</p> <p>Modifications available through Carnegie Learning.</p>	<p>Multiple strategies and materials available for differentiation in TexGuides and TEKS Resource System.</p> <p>Carnegie Learning provides modifications for ELs.</p>

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ELA Instructional Materials	PK	FrogStreet Press	CIRCLE	Yes	Accommodations and/or modifications will be provided to students according to the student's IEP.	Curricular resources include pictures, books, and activities to build language skills.
	K-5	Collaborative Literacy and SIPPS	Assessments and progress monitoring included in curricular materials	Yes	Accommodations and/or modifications will be provided to students according to the student's IEP. Brain Pop	Curricular resources include specific modifications for ELs.
	6-12	ThinkCERCA	Assessments and progress monitoring included in curricular materials	Yes	Assigned readings available on multiple levels for seamless use in the classroom. Accommodations and/or progress monitoring will be provided to students according to the student's IEP. Brain Pop, Enchanted Learning, Learning A-Z	Supports embedded in the program include text to speech; online dictionary; and graphic organizers. Curricular resources include specific modifications for ELs.
Science Instructional Materials	PK	FrogStreet Press	CIRCLE	Yes	Accommodations and/or modifications will be provided to students according to the student's IEP.	Curricular resources include pictures, books, and activities to build language skills.

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	K-4	<p>TKES Resource System, TexGuides</p> <p>HMH Science Fusion</p> <p>Texas Home Learning Phase 3 Ph.D. Science TEKS Edition</p>	<p>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments; progress monitoring and unit assessments in Ph.D. Science</p>	Yes	<p>Accommodations and/or modifications will be provided to students according to student’s IEP. Multiple strategies and materials available for differentiation.</p> <p>Brain Pop</p> <p>Ph.D. Science includes modifications.</p>	<p>TEKS Resource System and TexGuides include multiple strategies and materials for differentiation and modification.</p> <p>Ph.D. Science includes strategies for ELs.</p>
	5	<p>Project Listo— Texas A&M University</p>	<p>Formative and summative assessments are included in the curriculum.</p>	Yes	<p>Accommodations and/or modifications will be provided to students according to student’s IEP.</p> <p>Brain Pop</p>	<p>Project Listo is a research based program that includes multiple strategies and materials to meet the needs of ELs.</p>
	6-8	<p>TEKS Resource System, TexGuides</p> <p>HMH Science Fusion</p>	<p>Performance Assessments and Unit Assessments in TEKS Resource System; District created Curriculum based assessments</p>	Yes	<p>Accommodations and/or modifications will be provided to students according to student’s IEP. Multiple strategies and materials available for differentiation.</p> <p>Brain Pop, Let’s Go Learn</p>	<p>TEKS Resource System and TexGuides include multiple strategies and materials for differentiation and modification.</p>
	9-12	<p>TEKS Resource System, TexGuides</p> <p>HMH</p>	<p>Performance Assessments and Unit Assessments in TEKS Resource System, District created</p>	Yes	<p>Accommodations and/or modifications will be provided to students according to student’s IEP. Multiple strategies and materials available for differentiation.</p> <p>Brain Pop, Learning A-Z, Let’s Go Learn</p>	<p>TEKS Resource system and TexGuides include multiple strategies and materials for differentiation and modification.</p>

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			Curriculum Based Assessments			
Social Studies Instructional Materials	PK	FrogStreet Press	CIRCLE	Yes	<p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Brain Pop</p>	Curricular resources include pictures, books, and activities to build language skills.
	K-5	TEKS Resource System, TExGuide Studies Weekly	Performance Assessments and Unit Assessments in TEKS Resource System, District created Curriculum Based Assessments	Yes	<p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Brain Pop, Let's Go Learn</p>	TEKS Resource System and TExGuides include multiple resources and materials for differentiation and modifications.
	6-12	TEKS Resource System, TExGuide McGraw Hill	Performance Assessments and Unit Assessments in TEKS Resource System, District created Curriculum Based Assessments	Yes	<p>Accommodations and/or modifications will be provided to students according to the student's IEP.</p> <p>Brain Pop, Learning A-Z, Enchanted Learning</p>	TEKS Resource System and TExGuides include multiple resources and materials for differentiation and modifications.

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
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<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Groesbeck ISD will continue to use the TEKS-aligned curriculum and materials currently in place as well as the Texas Home Learning Phase 3 materials as they are released. Asynchronous students will follow the same scope and sequence, minute requirements, and curriculum as in-person learners so that students who need or choose to move between modalities may do so seamlessly. All materials are based on the Texas Essential Knowledge and Skills (TEKS), and all materials will be provided through district selected curriculum and learning management systems: Google classroom and Schoology.</p> <p>Students, both on-campus and remote, will utilize electronic resources such as Education Galaxy and Xtra Math (elementary grades) and Odysseyware and IXL (secondary grades) and to support instruction provided by the teacher. These programs are designed to support self-paced, adaptive, and personalized student learning, and they provide a vehicle for progress monitoring of students. Additionally, as they become available, Texas Home Learning 3.0 curricular materials will be utilized. These materials are specifically designed and vetted to provide coherent instruction for both in-person and remote learners. They provide direct instruction, practice, and assessment opportunities under the guidance of the certified teacher.</p> <p>Teachers will receive specific training in the use of the new materials as well as training and support on the adaptation of existing curricular materials to meet the needs of virtual learners.</p> <p>Specific communication vehicles provided to parents include Ascender Parent Portal and eNotes. The curriculum department has designated two staff members to work with parents and to help them gain the access they need to be able to monitor and support their students.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Groesbeck ISD is involved in an ongoing effort to improve instruction provided to students with disabilities and English Learners. This has not stopped with COVID-19. During the 2019-2020 school year teachers and classroom paraprofessionals received specific training on strategies to support learners with disabilities and ELs included in the classroom. In response to the request of staff, additional planning time has been provided weekly during the 2020-2021 school year to allow classroom teachers and paraprofessionals to plan and collaborate specifically to meet the needs of students with disabilities and ELs.</p> <p><u>Communication with Students and Provision of Services</u>—Students will have several opportunities to connect with teachers and support paraprofessionals electronically, telephonically, and through email. Classroom paraprofessionals whose role it is to provide additional support to students within classrooms are also charged with providing additional support to students who work remotely. Individualized Education Plans (IEPs) and modifications will be followed and implemented. The electronic program Newsela is available to students with disabilities to provide scaffolded instruction and additional practice. Classroom teachers have ESL certifications and provide modifications and supports such as electronic tools, graphic organizers, and visuals to ELs. Additionally, the district ESL Coordinator monitors the progress of ELs and provides an additional layer of support.</p>

Related Services and Speech Language Services for Students with Disabilities—Services for Occupational Therapy, Physical Therapy, and Counseling will be provided virtually through pre-scheduled virtual communication tools. These services will be documents and submitted. Logs will be monitored at the district level. Parents will receive consultation from therapy providers during each scheduled therapy session. Equipment necessary to meet the student’s goals and objectives will be delivered to the student’s home. Contingency Plans will reflect any changes to the provision of direct services. Speech and Language Pathologists will provide virtual services to students.

Support for English Learner Students—Classroom teachers will ensure lessons are designed to meet the language acquisition needs of EL students. Supplemental digital tools will be used to support listening, speaking, reading, and writing skills of ELs. Ongoing progress monitoring will be used to monitor goal attainment. The ESL Coordinator will provide direct support to teachers and students.

Key Requirement Student Progress: Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students are required to be engaged each day with work. Students who do not participate on a given day are counted absent. Teachers define daily student engagement expectations and progress in clear and measureable terms. Engagement expectations are defined specifically by grade level or course.</p> <p>The following expectations are distributed to all remote learners and their parents/guardians.</p> <p>Students who participate in learning remotely are expected to connect, in real time, with teachers for a portion of the day. This could be direct instruction, intervention, small group instruction, check-in, or assessment. These meetings will take place digitally using tools such as Google Meets or Zoom.</p> <p>Students who participate in learning remotely will have attendance taken daily. Students will be counted present when they submit the assigned work and/or meet with the teacher.</p> <p>Students who participate in learning remotely will receive weekly learning plans from teachers. These plans will provide instructions for how to access materials and assignments and how to obtain help and support.</p> <p>Students who participate in learning remotely will participate in the curriculum for their grade level or graduation plan. This will include reading/language arts, math, science, social studies, physical education, music, world languages, and electives. High school students could be required to participate in on-site lab work in classes that require hands-on demonstration of learning</p>

	<p>such as Ag Mechanics or Principals of Construction or certain science classes. In these situations, arrangements will be made between the teacher and the student and family.</p> <p>Students who participate in learning remotely will receive instruction to support social-emotional learning. Lessons will be included in reading/language arts materials and will be taught directly by school counselors. Direct instruction from counselors could be digital content or could be a digital meeting.</p> <p>Students who participate in learning remotely are required to take STAAR/EOC exams. Students will participate in the same assessments as students who attend on-campus.</p> <p>High school students who participate in learning remotely are required to complete the same course requirements to receive credit and must obtain the same number of credits to graduate as students who attend on-campus.</p> <p>Students who participate in learning remotely will have the same grading guidelines as students who attend on-campus.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Students are expected to meet daily attendance requirements in accordance with state compulsory attendance laws. To be considered present, a student must meet the daily engagement expectation set by the teacher. This could include completion and submission of an assignment through the learning management system, participation in a progress monitoring piece such as an exit ticket or quiz, or personal interaction with a teacher or support paraprofessional.</p> <p>During remote learning a student will be considered engaged and marked present for attendance purposes based on the following (or on the expectations listed above):</p> <ul style="list-style-type: none"> • Curricular progress as evidenced from teacher-student interaction made that day, by an approved method including phone, email, classroom message apps, participation in a learning management system. • Completion and submission of assignments planned for that day, including homework, classwork, exit tickets, and other class activities submitted to the teacher by any method by 11:59 PM. • Data from a district approved learning management system indicating that the student engaged in instructional activity or in approved instructional resources. <p>All classroom teachers will monitor student engagement and report attendance to the campus attendance clerk who will mark attendance in TxEIS. Teachers will submit attendance reports weekly to the campus attendance clerk. Campus administrators will monitor attendance of remote learners as they monitor attendance of on-campus learners.</p>

<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>All digital platforms, tools and resources utilized on campus will also be used for remote learners. Additionally, methods for tracking engagement are consistent with on-campus and remote learners. They include consistent minute expectations and assessment tracking, and assigned activities. Asynchronous learners have specified times to connect with teachers synchronously. Remote learners use the same process for accessing materials and submitting assignments as students who are attending on-campus.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Multiple measures are in place to monitor student academic progress throughout the school year. At the end of each nine-week grading period in core subject classes, students take a Curriculum Based Assessment (CBA) developed by the district curriculum team that measures mastery of recently taught TEKS. These assessments are used to inform instruction and to identify students who need additional, targeted supports.</p> <p>At the end of each unit of study, students participate in an assessment to determine mastery of the TEKS taught during that unit. These assessments are a part of the curriculum and modified by teachers to meet the specific learning needs of the class. The data is then used to tailor future instruction for the whole class and individual students.</p> <p>Beginning, Middle, and End of Year Assessments are administered as follows.</p> <ul style="list-style-type: none"> CIRCLE Pre-K Assessment TxKEA (Kindergarten) MAPS Growth (Grades 1-3) MAPS Reading Fluency (Grades 1-2) Elementary School Students in Texas Algebra Ready (ESTAR)/Middle School Students in Texas Algebra Ready (MSTAR) (Grades 4-6) ThinkCERCA—reading leveling and writing assessments (grades 6-12) Education Galaxy/Lift Off (Grades K-6) TEA BOY Assessments (Grades 4-8) TEA Interim Assessments (Grades 4-8) <p>STAAR grade level students take Benchmark assessments approximately 6-weeks prior to the test.</p> <p>Parents/Guardians are able to monitor student progress through the following means.</p> <ul style="list-style-type: none"> Ascender Parent Portal—Parents create a personal account and can monitor in real-time student attendance and grades. Parents can email teachers with questions and concerns. Progress Reports—Progress reports are provided to students each three weeks. The progress reports are posted in the Parent Portal and are available in print format. Report Cards—Official report cards are published at the end of each nine-week grading period. These are available in Parent Portal and are sent home in print format. Direct Teacher Contact—Parents can contact teachers directly through email or telephone to ask questions and receive information about their student’s progress.

<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide at least weekly feedback for asynchronous work. Elementary grade level teachers are expected to provide more frequent feedback than secondary grade level teachers. Teacher feedback is provided through the learning management systems, email, Parent Portal, Student Portal, teacher check-ins and tutorial times, and telephone calls.</p>

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

<p>June - July 2020</p>	<p>All Teachers and Staff</p>	<p>On-line/On-demand training through EduHero (Region 6). All teachers and staff were assigned required training course including nine modules. Classroom teachers were assigned at least six-hours of training on meeting the needs of gifted and talented learners.</p> <p>ESC 12 Administrators and teachers were provided the opportunity to participate in virtual learning including strategies for remote learners, needs of gifted and talented students, asynchronous learning plans, and strategies to meet the</p>
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		Curriculum staff provided print resources to support teacher use of instructional programs.
September 2020	Curriculum Staff	Schoology Training Texas Home Learning Phase 3 initial set up
October 2020	Teachers	Schoology Training—select pilot teachers to include secondary math will learn how to use the LMS Texas Home Learning Phase 3 curricular training as released HB 3 Reading Academy—All PK – 3 teachers and administrators
November 2020-May 20201	Administrators and Teachers	Texas Home Learning Phase 3 components as released Ongoing support of quality instruction in both in-person and remote learning environments

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>Due to the community spread of COVID-19 no large group professional development was provided during the summer or beginning of the school year for Groesbeck ISD. Small group (fewer than 10 individuals) and virtual learning opportunities were provided. This allowed for teachers to personalize learning. Virtual learning opportunities included: local ESC (Region 12) lunch and learn presentations covering instructional tools and strategies, EduHero courses, professional organization offerings, and commercial trainings on educational tools and strategies.</p> <p>Specific training to support the implementation of the new Reading/Language Arts curriculum (grades k-12) and the new student information system (including attendance, gradebook, and parent and student portals) was provided virtually to targeted groups of teachers and administrators.</p> <p>Campus administrators and leadership teams have and will continue to lead the provision of professional development. This allows for professional development to be responsive to the needs of the campus or group and protects staff from large group/risky environments. Principals and assistant principals have and will continue to meet with grade level teams and</p>

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	<p>content departments to provide information and training. Specific content includes expectations for lesson development using the 3-E model, use of digital tools (Google Classroom, Education Galaxy, etc.), student assessment and data disaggregation, and school safety procedures.</p> <p>Curriculum department staff have and will continue to provide resources and support to campus based staff development. These resources have included provision of resources and expertise; answers to questions (individual and group), and presentation of content.</p> <p>As a small district, this more personalized approach is possible and will continue throughout the school year. Professional development will be provided through the campus both virtually and in small groups.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Professional development is designed to meet the individual needs of the educators and to increase their understanding of their content and instructional strategies. Groesbeck has built a culture of collecting, analyzing, and using data to inform instruction. That foundation will be used to include data from asynchronous learners.</p> <p>Beginning with the specific training for reading/language arts teachers that occurred in July and continuing through the fall semester, teachers will engage in professional development specific to their content and the materials available to provide instruction, both on-campus and remote. As the Texas Home Learning LMS and curricular products are released, teachers will be trained on their use and content. Educators will learn how to deliver course content and respond to the data provided by the LMS feedback system. Educators will use LMS progress markers and reports, as well as other forms of progress monitoring, to understand student engagement with their course offerings and how to adapt materials, activities, and pacing to the needs of the individual students.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Groesbeck ISD employs a variety of tools to communicate with families including the GISD website and campus websites, district and campus Facebook pages, GISD Superintendent Twitter Account, Ascender Parent Portal, and eNotes.</p> <ul style="list-style-type: none"> • Groesbeck ISD Website and social media—Groesbeck will use these platforms to provide easily accessible announcements pertaining to all students. • eNotes—Groesbeck district and campus staff will use this tool to provide direct information to parents via text, phone call, or email regarding student attendance, quick announcements, and upcoming events.

	<ul style="list-style-type: none"> • Ascender Parent Portal—All parents are encouraged to create a personal Parent Portal account to monitor their student’s attendance and grades. Parents can also send email messages to individual teachers. • Learning Management System (Schoology)—Parents will have access to a parent portal which will allow them to oversee the progress of their student(s) on assignments, engagement with lessons, and interaction with teachers.
<p>What are the expectations for family engagement/support of students?</p>	<p>Parents will be active participants with their students in the learning environment. Parents are expected to monitor and support their student(s) in the following:</p> <p>Students who participate in learning remotely are expected to connect, in real time, with teachers for a portion of the day. This could be direct instruction, intervention, small group instruction, check-in, or assessment. These meetings will take place digitally using tools such as Google Meets or Zoom.</p> <p>Students who participate in learning remotely will have attendance taken daily. Students will be counted present when they submit the assigned work and/or meet with the teacher.</p> <p>Students who participate in learning remotely will receive weekly learning plans from teachers. These plans will provide instructions for how to access materials and assignments and how to obtain help and support.</p> <p>Students who participate in learning remotely will participate in the curriculum for their grade level or graduation plan. This will include reading/language arts, math, science, social studies, physical education, music, world languages, and electives. High school students could be required to participate in on-site lab work in classes that require hands-on demonstration of learning such as Ag Mechanics or Principals of Construction or certain science classes. In these situations, arrangements will be made between the teacher and the student and family.</p> <p>Students who participate in learning remotely will receive instruction to support social-emotional learning. Lessons will be included in reading/language arts materials and will be taught directly by school counselors. Direct instruction from counselors could be digital content or could be a digital meeting.</p> <p>Students who participate in learning remotely are required to take STAAR/EOC exams. Students will participate in the same assessments as students who attend on-campus.</p> <p>High school students who participate in learning remotely are required to complete the same course requirements to receive credit and must obtain the same number of credits to graduate as students who attend on-campus. Students who participate in learning remotely will have the same grading guidelines as students who attend on-campus.</p> <p>Parents will:</p> <ul style="list-style-type: none"> • Champion the online classroom environment.

	<ul style="list-style-type: none"> • Monitor and ensure students completion of daily asynchronous activities and assignments. • Monitor daily participation in scheduled learning activities, including intervention and tutorials • Support proper etiquette during online learning. • Maintain open communication with teachers.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>To help support students and their families in successfully engaging in asynchronous learning Groesbeck has provided each student a Chromebook. As they are available Wi-Fi hotspots will be provided to families to support student internet connectivity. Hotspots will be targeted to students identified as economically disadvantaged. Additionally, internet access is available in the parking lots of Groesbeck High School and Groesbeck Middle School.</p> <p>Groesbeck has also provided two staff members as parental support in solving connectivity and access issues. These staff members help parents create Ascender Parent Portal accounts and resolve issues related to accessing online curriculum.</p> <p>For Special Programs:</p> <ul style="list-style-type: none"> • Virtual ARD meetings and DocuSign capabilities • Parent training offered by the ARD Committee or Special Services Teacher per a child’s IEP

Groesbeck Independent School District

H.O. Whitehurst Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

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

Value Statement

Every Kid a Winner!

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Comprehensive Needs Assessment

Needs Assessment Overview

H.O. Whitehurst is committed to raising the level of rigor in every classroom in correlation with the level of rigor in all TEKS. By elevating the questioning and instructional strategies our teachers will be able to address the lack of students achieving the Meets and Masters categories on STAAR. RTI will focus on all categories of students including students that have already met the Approaches category and are close to achieving the Meets category. In addition, planning and instruction will be deliberately focused on closing the gaps in learning for our special populations specifically the following groups:

The percentage of special education students scoring at the meets grade level will increase by 4% from 13% to 17% on the 3rd Grade ELA/Reading STAAR. ESF

The percentage of Hispanic and Economically Disadvantaged students scoring at the meets grade level will increase to 27% or above on the 3rd grade ELA/Reading STAAR. ESF

The percentage of All Students scoring at the meets target will increase by 7% from 43% to 50% on the 3rd grade Math STAAR. ESF

Demographics

Demographics Summary

H.O. Whitehurst Elementary School is a Title I campus that serves students in grades Pre-Kindergarten through 3rd Grade. There are 496 students enrolled at H.O.W. with an average Attendance Rate of 96%. Our average class size is 17.

The demographic makeup of H.O.W. is 53% White, 31% Hispanic, 8% African American, 1% American Indian, 1% Asian, and 6% Two-or-More Races, which are 51% female and 49% male. H.O.W. consists of 68% economically disadvantaged, 8% English learner, 62% at risk, 12% special education students, 2% homeless, and 3% gifted and talented.

H.O.W. has 55 employees consisting of 1 principal, 1 assistant principal, 34 certified teachers, 14 paraprofessionals, 1.5 counselors, 1 nurse, 1 speech teacher, 1 diagnostician, and 1 part-time office aide (high school student). We have 84% White, 11% Hispanic, and 5% African American on staff.

Not Rated: Declared State of Disaster for our 2020 accountability ratings. According to the 2019 Accountability Ratings Overall Summary, H.O.W. has a rating with an overall scaled score of 72. H.O.W. received a Distinction Designation for Mathematics. H.O.W. is identified for targeted support and improvement in Closing the Gaps.

Demographics Strengths

Average daily Attendance Rate is 96%.

3rd grade students met state average for Masters level on Math STAAR in 2019.

We currently have 14 staff members that are ESL certified.

100% of our Pre-Kindergarten staff are Highly Qualified.

All paraprofessional staff are pursuing required certification. This will be completed by the February Formative Review.

all paraprofessional employees are pursuing required certification to be complete by a certain date this year.

Problem Statement 1: Hispanic and economically disadvantaged students do not meet standard on the ELA/Reading STAAR. **Root Cause:** Students come from backgrounds with little exposure and they lack the tools to be successful in their education.

Problem Statement 2: Average percentage of students who score at the Masters grade level is less than 30%. **Root Cause:** Instruction did not meet the level of rigor defined in TEKS.

Problem Statement 3: The percentage of special education students scoring at the meets grade level is less than 15% on the 3rd Grade ELA/Reading STAAR. **Root Cause:** Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.

Student Learning

Student Learning Summary

According to the TEA 2019 Accountability Ratings Overall Summary, H.O. Whitehurst Elementary School received a rating of C and received a Distinction Designation in Mathematics.

Our Overall Scaled Score is a 72

Our Student Achievement/STAAR Performance Scaled Score is 71 (Component 42) with a C Rating

Our School Progress Scaled Score is a 75 with a C Rating. This includes Relative Performance (Eco Dis: 77%) which is Scaled Score of 75 (Component 42) with a C Rating and Closing the Gaps which is a Scaled Score of 64 (Component 34) with a D rating.

Student Learning Strengths

Mathematics Distinction Designation

Problem Statements Identifying Student Learning Needs

Problem Statement 2: The percentage of special education students scoring at the meets grade level is less than 15% on the 3rd Grade ELA/Reading STAAR. **Root Cause:** Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.

Problem Statement 3: Hispanic and economically disadvantaged students do not meet standard on the ELA/Reading STAAR. **Root Cause:** Students come from backgrounds with little exposure and they lack the tools to be successful in their education.

Problem Statement 4 (Prioritized): Students K-3rd grade struggle with Foundational Reading Skills (Phonological Awareness and Phonics/Word Recognition). **Root Cause:** Lack of Foundational Reading Instruction.

Problem Statement 5 (Prioritized): Students are not consistently showing growth on academic curriculum. 25% of students are being served in RTI. **Root Cause:** Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.

School Processes & Programs

School Processes & Programs Summary

The H.O.W. Campus consists of Pre-Kindergarten through 3rd Grade with an ECSE Classroom and a Life-skills Classroom.

For the 2019-20 school year, 7 new staff members were hired. Four of these positions replaced staff members who retired and three replaced staff members who chose to stay home after maternity leave.

All grade levels are self contained. All students attend P.E., Music, and Library in a rotating schedule.

H.O.W. has a math and reading interventionist in addition to GISD's 2 instructional coaches.

Special Education students are served through inclusion/co-instruction and/or in a Resource Classroom based on specific IEP documentation.

RTI (Goat Time), is built into our master schedule and includes the following: Tier 2 and Tier 3 Instruction, Dyslexia Class, and Enrichment classes.

GT students are pulled out for instruction one day a week for each grade level.

ESL students are served in a content-based program with ESL Certified teachers.

Core curriculum is the TEKS Resource System. Student Expectations are taught with specificity in all subjects and in all grade levels. Resources include: Frog Street, Collaborative Literacy (SIPPS), Heggerty (Phonemic Awareness), Lalilo, Reading by Design, Go Math, Zearn Math, Number Talks, Motivational Math, Fusion, Studies Weekly, Education Galaxy, Lead4ward Instructional Strategies Play list, Dr. Tate Brain Friendly Strategies, TEKSGuides.

School Processes & Programs Strengths

Grade level team meetings are held once a week with Lead Teachers to discuss planning, subject matter, and etc...

Grade level team meetings are held once a week with Administration to discuss students, classroom management, curriculum and instruction, instructional strategies, disaggregate data, and complete Texas Reading Academies.

Every Friday afternoon staff members meet to complete staff development (SIPPS, Trauma Informed Training, and etc...) and collaborate.

RTI Meetings are held once at BOY, MOY, and EOY to review TIER groups and individual students.

Curriculum support is provided by instructional coaches and intervention teachers.

Character Education is provided by counselors.

Backpack Goods provides clothes and food to students in need.

PTO provides support for our staff and students.

All H.O.W. students are provided with a free breakfast and lunch daily.

H.O.W. students have access to iPads, Chrome-books and Hot-spots.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students K-3rd grade struggle with Foundational Reading Skills (Phonological Awareness and Phonics/Word Recognition). **Root Cause:** Lack of Foundational Reading Instruction.

Problem Statement 2 (Prioritized): Students are not consistently showing growth on academic curriculum. 25% of students are being served in RTI. **Root Cause:** Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.

Problem Statement 3: The percentage of special education students scoring at the meets grade level is less than 15% on the 3rd Grade ELA/Reading STAAR. **Root Cause:** Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.

Perceptions

Perceptions Summary

H.O. Whitehurst Elementary School is a student's first school experience in GISD. At H.O.W. we are committed to every child and desire an educational partnership with parents. Our goal is to provide high levels of learning in a safe environment where students love to learn and want to come to school. H.O.W. staff members work to provide students with engaging and challenging instruction, as well as, promoting character education.

Many opportunities are provided for parents and the community to participate in the school experience such as: Meet the Teacher; Title 1 Fall and Spring Meetings; and more.

The school district and community of Groesbeck maintain a strong, symbiotic, and supportive relationship.

The Groesbeck Fire Department participates in our Fire Safety Week activities.

The Groesbeck Police Department assists with car duty.

Many local churches and communities help keep our Giving Room stocked with clothes, shoes, hygiene items, and birthday boxes. They also provide Thanksgiving dinners and Christmas presents for our students and their families.

Members of the Backpack Goods send weekly meals home with over 30 families each week.

Lions Club members provide glasses, school supplies and water.

Masonic Lodge members provide toothbrushes and etc...

Limestone Medical Center works collaboratively with our staff to provide training (Stop the Bleed, Stop the Spread, and etc...) They also provide school supplies and staff goodies.

The PTO and local businesses provide encouragement and support to our students and staff members.

Perceptions Strengths

We have an open line of communication with parents. This is done through daily calls home, E-notes, district website, campus Facebook page, campus Twitter account, outdoor signage, and weekly newsletters.

Parents have immediate access to grades (1st-3rd) and attendance (PK-3rd) on TxEIS.

Progress Reports are sent home every three weeks for PK-3rd grade students.

Report Cards are sent home every nine weeks for 1st-3rd grade students.

MAP Growth reports (math and reading) are sent home for 1st-3rd grade students at BOY, MOY, and EOY.

CLI Engage (CIRCLE and TxKEA) are sent home for Pre-K and Kindergarten at BOY, MOY, and EOY.

Students are recognized on our district website and campus Facebook page.

Character Education is being taught by counselors twice a month.

Priority Problem Statements

Problem Statement 1: Students K-3rd grade struggle with Foundational Reading Skills (Phonological Awareness and Phonics/Word Recognition).

Root Cause 1: Lack of Foundational Reading Instruction.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Students are not consistently showing growth on academic curriculum. 25% of students are being served in RTI.

Root Cause 2: Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- 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, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals





Goal 1: All students exceeding state and federal performance standards

Performance Objective 1: The percentage of special education students scoring at the Meets grade level will increase by 4% from 13% to 17% on the 3rd Grade ELA/Reading STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports
RDA Reports

Summative Evaluation: None

<p>Strategy 1: The general education teachers, the inclusion aides and the special education teachers will work cooperatively to provide grade level instruction with accommodations to students who qualify for special education services.</p> <p>Strategy's Expected Result/Impact: Special education students will increase the Meets grade level standard by at least 4% on the ELA/Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Classroom teachers will use PLC time to analyze formative and summative assessment data to track Special Education student progress and mastery of grade level skills with accommodations outlined in IEPs.</p> <p>Strategy's Expected Result/Impact: Special education students will increase the meets grade level standard by at least 2% on the ELA/Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal and Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards

Performance Objective 2: The percentage of Hispanic and Economically Disadvantaged students scoring at the meets grade level will increase to 27% or above on the 3rd grade ELA/Reading STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports
RDA Reports

Summative Evaluation: None

<p>Strategy 1: The general education teachers and the RTI teachers will work cooperatively to provide individualized instruction to meet the needs of each student.</p> <p>Strategy's Expected Result/Impact: Hispanic and Economically Disadvantaged students scoring at the meets grade level will increase to 25% or above.</p> <p>Staff Responsible for Monitoring: Principal, RTI Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Teachers in K-3rd will implement Collaborative Literacy (SIPPS) with fidelity.</p> <p>Strategy's Expected Result/Impact: The percent of students (1st-3rd) being Meets on the MAP Fluency Screener will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Utilize Education Galaxy as a resource to provide targeted, accelerated instruction in reading and math.</p> <p>Strategy's Expected Result/Impact: Students will show continual growth.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June



Strategy 4: Utilize Title 1 Reading and Math Specialists to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.

Strategy's Expected Result/Impact: Tier 3 students will show continuous growth.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Reviews			
Formative			Summative
Dec	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 1: All students exceeding state and federal performance standards

Performance Objective 3: The percentage of All Students scoring at the meets target will increase by 7% from 43% to 50% on the 3rd grade Math STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports
RDA Reports

Summative Evaluation: None

<p>Strategy 1: Teachers will utilize TEKS Resource System components consistently including the YAG, IFD, and the PAS. Teachers will utilize Lead4ward Framework for lesson planning and instructional strategies. Strategy's Expected Result/Impact: All Students scoring at the Meets target will increase by 7% from 43% to 50% on the 3rd grade Math STAAR. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Teachers will identify and provide targeted, accelerated instruction in small groups in Tier 1 and 2 to students identified as at risk of failure to master math TEKS. Strategy's Expected Result/Impact: Continuous growth from Unit Assessments to CBA's Staff Responsible for Monitoring: Principal, Assistant Principal Unit Assessments CBA's Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: RTI Committee will implement a tiered behavior system incorporating discipline strategies and classroom management. Strategy's Expected Result/Impact: A decrease in office referrals which will lead to an increase in instructional time. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards

Performance Objective 4: The percentage of students being served through RTI will decrease by 2% or more (25% to below 23%).

Targeted or ESF High Priority

Evaluation Data Sources: RTI Documentation

Summative Evaluation: None

<p>Strategy 1: The general education teachers and the RTI teachers will work cooperatively to provide individualized instruction to meet the needs of each student.</p> <p>Strategy's Expected Result/Impact: 2% or more decrease (25% to below 23%) in students served through RTI.</p> <p>Staff Responsible for Monitoring: Classroom Teachers RTI Teachers Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 4: Students are not consistently showing growth on academic curriculum. 25% of students are being served in RTI. Root Cause: Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.</p>
School Processes & Programs
<p>Problem Statement 2: Students are not consistently showing growth on academic curriculum. 25% of students are being served in RTI. Root Cause: Lack of individualized instruction and the use of progress monitoring to adjust the intensity (up or down) of intervention instruction.</p>

Goal 1: All students exceeding state and federal performance standards

Performance Objective 5: The percentage of all students 1st-3rd Grade scoring above Meets Performance Level on Foundational Reading Skills will increase by 2%.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Fluency Reports

Summative Evaluation: None

<p>Strategy 1: All staff members will implement Collaborative Literacy (SIPPS) with fidelity. Strategy's Expected Result/Impact: Meets performance on Foundational Reading Skills will increase by 2%. Staff Responsible for Monitoring: All teachers Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: Students K-3rd grade struggle with Foundational Reading Skills (Phonological Awareness and Phonics/Word Recognition). Root Cause: Lack of Foundational Reading Instruction.
School Processes & Programs
Problem Statement 1: Students K-3rd grade struggle with Foundational Reading Skills (Phonological Awareness and Phonics/Word Recognition). Root Cause: Lack of Foundational Reading Instruction.





Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 1: Regular communication will be provided to H.O.W. stakeholders.

Evaluation Data Sources: District Website

- Newsletters
- Social Media
- E-Notes

Summative Evaluation: None





<p>Strategy 1: Teachers will utilize the GISD E-Notes accounts and weekly newsletters to communicate with parents. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Principal and Assistant Principal will use electronic platforms such as website and social media sites to distribute information to stakeholders. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 2: Student attendance rate for the HOW campus will remain above 95%.

Evaluation Data Sources: Student attendance reports

Summative Evaluation: None

<p>Strategy 1: School personnel will increase awareness through the strategies provided on the 2020-21 H.O.W. Attendance Plan. The strategies include daily phone calls home, daily announcements, prizes every six weeks, semester awards, and etc...</p> <p>Strategy's Expected Result/Impact: Student attendance rate for the HOW campus will remain above 95%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Remote teachers will work with parents and students to ensure that students unable to attend school have the opportunity to be Remote Asynchronous.</p> <p>Strategy's Expected Result/Impact: Student attendance rate for the HOW campus will increase above 95%.</p> <p>Staff Responsible for Monitoring: Remote Teachers Assistant Principal PEIMS Clerk</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Campus administration will enforce state attendance laws in regards to truancy.</p> <p>Strategy's Expected Result/Impact: Student attendance rate for the HOW campus will remain above 95%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 4: Campus licensed Nurse will work with students, staff, and parents to increase health awareness and return to school plans.</p> <p>Strategy's Expected Result/Impact: Attendance rate will remain above 95%.</p> <p>Staff Responsible for Monitoring: Campus Registered Nurse Principal Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment

Performance Objective 1: Every teacher PK-3rd Grade will complete and score 80% or above on Texas Reading Academies.

HB3 Goal

Evaluation Data Sources: Reading Academies Documentation

Summative Evaluation: None

<p>Strategy 1: Every teacher PK-3rd will meet at least one day a month to complete and discuss Texas Reading Academies curriculum.</p> <p>Strategy's Expected Result/Impact: 100% success</p> <p>Staff Responsible for Monitoring: Dr. Freeman PK-3rd Teachers Principal and Asst. Principal.</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment

Performance Objective 2: We will provide staff opportunities to attend quality professional development to support identified needs and goals.

Targeted or ESF High Priority

Evaluation Data Sources: Professional Development Documentation

Summative Evaluation: None





<p>Strategy 1: Teachers and administrators will attend quality staff development based on their Area of Refinement from T-TESS and the needs of our campus.</p> <p>Strategy's Expected Result/Impact: Teachers and administration will attend quality professional development.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and Principal T-Tess Evaluations Staff Development Documentation</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment

Performance Objective 3: Walkthroughs will be conducted and feedback will be provided to the teachers.

Evaluation Data Sources: Documentation of Walkthroughs
Documentation of Meetings with Teachers to Provide Feedback

Summative Evaluation: None

<p>Strategy 1: Teachers will conduct walk-through observations each semester and provide feedback to their peers. Strategy's Expected Result/Impact: Walk-Throughs High Quality Teaching Staff Responsible for Monitoring: Principal Walk-Through Data Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Principal and Assistant Principal will conduct walk-through observations each semester. Strategy's Expected Result/Impact: Walk-Throughs will be conducted by the principal and assistant principal Staff Responsible for Monitoring: Superintendent and Assistant Superintendent Walk-Through Data Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students


Performance Objective 1: We will maintain a safe and orderly environment and updated and clean facility.


Evaluation Data Sources: Safety Drill Reports


Summative Evaluation: None

Strategy 1: The campus will complete regular safety drills. Strategy's Expected Result/Impact: Completed Safety Drills Staff Responsible for Monitoring: Principal and Assistant Principal Drill Calendar ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Feb	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Kimberly Carter	Principal
Administrator	Cindy Ensminger	Asst. Principal
Non-classroom Professional	Heidi Johnson	Resource Teacher
Classroom Teacher	Susan Loftice	Pre-K Teacher
Classroom Teacher	Nikki Wolf	Kindergarten Teacher
Classroom Teacher	Wendi Brightwell	1st Grade Teacher
Classroom Teacher	Chantay Dunn	2nd Grade Teacher
Classroom Teacher	Rachel Boyte	3rd Grade Teacher
Parent	Kayla Milstead	Parent
Parent	Brittany Gonzalez	Parent

Addendums

Groesbeck Independent School District
Enge-Washington Intermediate
2020-2021 Campus Improvement Plan



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

Every Kid a Winner!

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Comprehensive Needs Assessment

Needs Assessment Overview

EWIS is committed to provide each student with high levels of learning in a culture of collaboration and respect between students, faculty, staff and parents. We are also committed to closing the gaps in student achievement, particularly in the White, African American and Special Education student populations. These areas of need are addressed through our campus Power Hour for RTI, enrichment classes, and also in the regular classroom setting.

Demographics

Demographics Summary

Enge-Washington Intermediate School has an enrollment, as of October 26, 2020, for the 2020-21 school year of 381 students. EWIS serves students in grades four through six with an average Attendance Rate of 96.45% as of October 26, 2020.

According to the 2019 Accountability Ratings Overall Summary, EWIS has a C rating with an overall score of 76. EWIS received three Distinction Designations: Science, Comparative Academic Growth and Closing the Gaps. EWIS is identified for targeted support and improvement in Closing the Gaps.

The student population is approximately 53.5% White; 29.30% Hispanic; 13.4% African American; 2.0% two or more races; 0.5% American Indian; 1.0% Asian. The majority of the students are considered Economically Disadvantaged (67.5%). English Language Learners comprise of about .08% of the student population and 13.38% of the students qualify for Special Education Services.

All teaching staff at EWIS are state certified and all aides have attended paraprofessional certification training at Region 12. Teacher turnover rate this year is low as we only added three new teachers and one paraprofessional for the 2020-21 school year.

Demographics Strengths

Attendance Rate as of October 28, 2020: 96.7%

Based on the 2019 Accountability Ratings:

All student population groups, except EL Math, exhibited growth as measured by STAAR Closing the Gaps Domain.

Distinction Designations received in Science, Comparative Academic Growth and Closing the Gaps.

Average daily Attendance Rate at time of school closure was 96.6%.

Hispanic student population exhibited 15% growth in Reading and 12% growth in Math, meeting both target goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average percentage of students who scored at the meets grade level based on benchmark data and CBA's was less than 30%. **Root Cause:** Instruction did not meet the level of rigor defined in TEKS.

Problem Statement 2: Special Education students did not meet standard on benchmarks and CBA's. **Root Cause:** Students do not possess the knowledge and skills necessary to meet grade level expectations.

Problem Statement 3 (Prioritized): Average percentage of students who scored at the meets grade level based on benchmarks and CBA's was less than 30%. **Root Cause:** Instruction did not meet the level of rigor of the TEKS.

Student Learning

Student Learning Summary

The accountability rating for all Texas schools for 2020 is Not Rated: Declared State of Disaster. Because of this 2019 Accountability Ratings are included below. EWIS is utilizing TEA Beginning of Year assessments and Curriculum Based Assessments to judge student strengths and weaknesses and to adjust instruction to meet those needs.

On the TEA 2019 Accountability Rating Overall Summary, Enge-Washington Intermediate School received a rating of C and received a distinction designation in Science, Comparative Academic Growth and Closing the Gaps.

Based on 2019 STAAR Accountability Ratings Overall Summary: Overall Scaled Score- 76

Student Achievement: Scaled Score- 72, C

- STAAR Performance: Component Score-44 Scaled Score: 72

School Progress: Scaled Score-77, C

- Academic Growth: Component Score-71 Scaled Score: 74, C
- Relative Performance (73.3% Eco Dis.): Component Score-44 Scaled Score: 77, C

Closing the Gaps: Component Score: 58 Scaled Score: 73, C

Student Learning Strengths

Based on the 2019-20 STAAR Results:

1. Science Distinction Designation
2. Comparative Academic Growth Distinction Designation
3. Comparative Closing the Gaps Distinction Designation

4. Growth in all student populations except EL Math.
5. Hispanic student population exhibited 15% growth in Reading and 12% growth in Math, meeting both targets of STAAR.
6. Economically disadvantaged student population grew by 9% in both Reading and Math, meeting the Reading target.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Average percentage of students who scored at the meets grade level based on benchmarks and CBA's was less than 30%. **Root Cause:** Instruction did not meet the level of rigor of the TEKS.

Problem Statement 2 (Prioritized): Special Education students do not meet standard on benchmarks and CBA's. **Root Cause:** Students do not possess the knowledge and skills necessary to meet grade level expectations.

School Processes & Programs

School Processes & Programs Summary

The Enge Campus consists of grades 4-6 and a Life-Skills classroom for multi-age students. There is one principal, one assistant principal and one counselor on the Enge campus.

For the 2020-21 school year, only four new staff members were hired. All teachers are qualified for the subject and grade-level assigned. All members of the faculty were previous members of the EWIS campus, except for the four newly hired teachers.

Fourth grade consists of three ELAR/Social Studies and three Math/Science teachers. Students rotate classes between two teachers.

Fifth grade consists of two ELAR/Social Studies teachers, two Science teachers and two math teachers. Students rotate classes between three teachers.

Sixth grade consists of two ELAR teachers, two Math teachers, one Science teacher and one Social Studies teacher. Students rotate in 90 minute blocks, splitting a block for 45 minutes of Science and Social Studies.

There are two periods of Art in 6th grade. Classes in 4th grade and 5th grade rotate as indicated in the Master Schedule. Lifeskills students attend Art daily. The 6th Grade Band consists of two periods, as well as PE. All 4th and 5th grade students attend PE and Music on a rotating basis.

Special Education students are served through inclusion/co-instruction and also through attendance in Content Mastery based on specific IEP documentation. RTI, which we call Power Hour, is built into the campus daily schedule and includes time for Tier 2 and 3 instruction and also enrichment classes.

A Dyslexic teacher and a GT teacher serve identified students throughout the day. Our Math and Reading Interventionists participate in helping students during Power Hour along with all classroom teachers. GT students are pulled out of class for instruction one day a week for each grade level on a weekly basis. ESL students participate in a content-based program with ESL certified ELAR teachers.

Core curriculum is the TEKS Resource System. All components of TEKS resource will be utilized. Student Expectations are taught with specificity to the students in all subjects in all grade levels. Resources include: Education Galaxy, Lead4ward Framework for Lesson Planning, Lead4ward Instructional Strategies Playlist, Go Math, Collaborative Classroom (new adoption), Novel Units, Science Fusion and Social Studies Adoption. Motivational Math from Mentoring Minds is used as a resource for higher-order thinking skills. Measuring Up Express is a resource for interventions in Reading. Universal screeners are used for math and reading. Enrichment classes during Power Hour will focus on higher order thinking skills and problem solving. The GT program utilizes the TPSP state curriculum.

Generation Genius is being utilized in grades 4 and 5 for instruction and also enrichment classes. The 5th grade Science program is

partnering with Texas A & M University and Johns Hopkins University in a grant entitled Project LISTO.

School Processes & Programs Strengths

Grade level team meetings are held once a week for discussion of students, subject matter, and to share pertinent information related to curriculum and instruction. RTI Meetings are held once per nine weeks to review tier groups and individual students. Teachers are provided intense staff development on instructional strategies and instructional technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Average percentage of students who scored at the meets grade level was less than 30% on benchmarks and CBA's. **Root Cause:** Instruction did not meet the level of rigor of the TEKS.

Problem Statement 2 (Prioritized): Average percentage of students who scored at the meets grade level based on benchmarks and CBA's was less than 30%. **Root Cause:** Instruction did not meet the level of rigor of the TEKS.

Perceptions

Perceptions Summary

The EWIS mission is to provide each student with high levels of learning in a culture of collaboration and respect between students, faculty, staff, and parents. We are committed to a culture that nurtures students and fosters life-long learners. The importance of keeping students in school and helping them to be successful academically is supported by implementing growth mindset strategies, combined with social-emotional learning lessons, as well as tutorial programs and the after school ACE program.

Maintaining an average daily attendance rate of 97% or above is on the top of this list for promoting a culture of learning. Students are rewarded each six weeks for perfect attendance and calls are made to parents when students are absent. A class attendance competition is held each six weeks between each grade level.

The school district and community of Groesbeck maintain a strong, symbiotic, and supportive relationship. According to information we have received from sign-in sheets the past school year, 60% of all parents/families of EWIS students attend activities that we have on campus. However, many parents still struggle with helping their students academically. When contacted, parents are supportive of their students and our school. Every three years, community members take part in Career Day. Students participate in on-going career and college readiness activities. The local police department is actively involved in the planning and the execution of safety procedures and drills. Businesses in the community have a partnership with our campus for positive student recognition.

During the COVID-19 school closure, parents were responsive to communication to and from our staff. We estimate that 99% of our student population participated in online learning or paper assignments during this time.

Perceptions Strengths

Parental involvement in activities at EWIS has continued to increase over the past year. We believe that this increase is the result of the use of social media by the principal, assistant principal, counselor and faculty, as well as through the use of Google Classroom during the closure. EWIS communicates with parents through various means including letters, weekly newsletters, phone calls, emails, GISD and EWIS website, the local newspaper, EWIS Facebook page, parent conferences and Google Classroom. Virtual parent meetings and phone call parent meetings have been successful during this school year.

The principal and counselor provide varied information to parents to help them make informed decisions regarding their children.

Problem Statement 1 (Prioritized): Parental participation is varied throughout the school year. **Root Cause:** Parents are unable to participate in every activity due to work schedules and lack of transportation.

Problem Statement 2 (Prioritized): Average percentage of students who scored at the meets grade level based on benchmarks and CBA's was less than 30%. **Root Cause:** Instruction did not meet the level of rigor of the TEKS.

Priority Problem Statements

Problem Statement 1: Average percentage of students who scored at the meets grade level based on benchmark data and CBA's was less than 30%.

Root Cause 1: Instruction did not meet the level of rigor defined in TEKS.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Average percentage of students who scored at the meets grade level based on benchmarks and CBA's was less than 30%.

Root Cause 2: Instruction did not meet the level of rigor of the TEKS.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Special Education students do not meet standard on benchmarks and CBA's.

Root Cause 3: Students do not possess the knowledge and skills necessary to meet grade level expectations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Average percentage of students who scored at the meets grade level was less than 30% on benchmarks and CBA's.

Root Cause 4: Instruction did not meet the level of rigor of the TEKS.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parental participation is varied throughout the school year.

Root Cause 5: Parents are unable to participate in every activity due to work schedules and lack of transportation.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: All students exceeding state and federal performance standards

Performance Objective 1: The percentage of Special Education students scoring at the meets target will increase by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Local Benchmark Data





CBA Data

Eduphoria Reports

RDA

BOY Assessment

Summative Evaluation: No progress made toward meeting Objective

<p>Strategy 1: The general education teachers, the inclusion aide and special education teacher will work cooperatively to provide grade level instruction with accommodations to students who qualify for special education services.</p> <p>Strategy's Expected Result/Impact: Special education students will increase the percentage at the prescribed meets target.</p> <p>Staff Responsible for Monitoring: Principal, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Teachers will utilize TEKS Resource System components consistently including the Year-at-a-Glance, the Instructional Focus Document, and the Performance Assessments. Reading/Language Arts teachers will use Collaborative Literacy (4-5) and ThinkCERCA (6), and teachers will also utilize Lead4ward Framework for Lesson Planning and all state adopted materials.</p> <p>Strategy's Expected Result/Impact: The percentage of special education students scoring at the meets target will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards

Performance Objective 2: The percentage of all students and each student population who score at the meets target will be greater than 20%, particularly in the White, African American and the Special Education student populations.

Targeted or ESF High Priority

Evaluation Data Sources: Local Benchmark Data





CBA Data

Eduphoria Reports

RDA

BOY Assessment

Summative Evaluation: No progress made toward meeting Objective

<p>Strategy 1: All teachers will implement best practices for teaching, including Lead4Ward instructional Strategies. Strategy's Expected Result/Impact: The percentage of all students and each student population who score at the meets target will be greater than 20%. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Teachers will utilize TEKS Resource System components consistently including the Year-at-a-Glance, the Instructional Focus Document, and the Performance Assessments, Collaborative Literacy (4-5), ThinkCERCA (6), and Lead4ward Instructional Strategies. Strategy's Expected Result/Impact: The percentage of all students and each student population who score at the meets target will be greater than 20%. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: 5th Grade teachers will utilize the Project LISTO curriculum in order to enhance student achievement and will attend related training. Strategy's Expected Result/Impact: The percentage of all students and each student population who score at the meets target will be greater than 20%. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards

Performance Objective 3: At least 75% of the student population will show growth or maintenance of masters grade level of achievement.





Targeted or ESF High Priority

Evaluation Data Sources: Local Benchmark Data

- CBA Data
- Eduphoria Reports
- RDA
- BOY Assessment

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: The RtI program will be evaluated and updated as needed to meet state requirements and the needs of the students, particularly the White and African American student population.</p> <p>Strategy's Expected Result/Impact: At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director of Special Programs, Principal, Assistant Principal, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Instructional interventionists for Reading and Math will provide targeted instruction to identified students, particularly the White and African American student populations.</p> <p>Strategy's Expected Result/Impact: At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: The master schedule reflects time for targeted interventions.</p> <p>Strategy's Expected Result/Impact: At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

<p>Strategy 4: Data will be kept on each student in grades 4-6 to show mastery of skills and/or progress on state assessments in the form of a Data Notebook and color-coded accountability performance level charts which will be used to target instruction.</p> <p>Strategy's Expected Result/Impact: At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 5: Title II funding will be used to support at-risk students by providing professional development and resources.</p> <p>Strategy's Expected Result/Impact: At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director of Special Programs, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: All students exceeding state and federal performance standards

Performance Objective 4: Create and maintain a safe, healthy, secure and orderly environment for students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Safety Drill Schedule and Checklist
Discipline Reports

Summative Evaluation: Met Objective





<p>Strategy 1: All students at EWIS will be trained on how to report bullying. Strategy's Expected Result/Impact: All students at EWIS will know how to report bullying. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: All students will be trained weekly in social and emotional lessons from Sanford Harmony Strategy's Expected Result/Impact: All students will learn how to treat others. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Safety drills will be conducted on a rotating basis. Strategy's Expected Result/Impact: Students will know and understand the importance of how to follow safety drill procedures. Staff Responsible for Monitoring: Safety Drill Schedule Safety Drill Checklist Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All students exceeding state and federal performance standards

Performance Objective 5: Create and maintain a culture of high expectations that lead students to developing a college and career readiness mindset.

Evaluation Data Sources: Career Day
Student Interest Inventory

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Plan and execute career and college readiness activities throughout the school year. These activities may include a career day, student interest inventories and classroom visits from people in various careers.</p> <p>Strategy's Expected Result/Impact: Students will develop a college and career readiness mindset.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Career and college readiness books are highlighted in the EWIS library.</p> <p>Strategy's Expected Result/Impact: Students will develop a college and career readiness mindset.</p> <p>Staff Responsible for Monitoring: principal counselor librarian</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 1: The District and campuses will provide regular communication to stakeholders.





Evaluation Data Sources: District Website

Newsletters

Social Media

Remind

Summative Evaluation: Met Objective





<p>Strategy 1: Principals and teachers will utilize Gabbart's eNotes accounts to communicate with parents and students. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Principal and campus staff will use electronic platforms such as the campus and district website, eNotes , Google Classroom and social media sites to distribute information to stakeholders. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 2: Student attendance rate for the campus will increase from 96.6% to at least 97%.

Evaluation Data Sources: Student attendance reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: The campus administration will work with parents and students to create Truancy Prevention plans. Strategy's Expected Result/Impact: The students attendance rate will be at least 97%. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: Campus administration will enforce state attendance laws in regards to truancy. Strategy's Expected Result/Impact: The students attendance rate will be at least 97%. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 3: School personnel will increase awareness among students, parents, and community members of the importance of regular school attendance through social media posts, school newsletters, personal communication in order to reach or exceed an attendance rate of 97%. Strategy's Expected Result/Impact: The students attendance rate will be at least 97%. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment

Performance Objective 1: The district will provide staff opportunities to attend quality professional development to support identified needs and goals.

Targeted or ESF High Priority

Evaluation Data Sources: Financial records showing professional development invoices
Sign-in sheets

Summative Evaluation: Met Objective





<p>Strategy 1: The district will send groups of teachers and administrators to the following professional conferences, virtually or in person. Lead4ward Think! Lead4ward Process Lead4ward Rockin'Review CAMT TEPSA other as identified</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will attend quality professional development. Staff Responsible for Monitoring: Assistant Superintendent and Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Campus teachers and administration will participate in Region 12 cooperative offerings, virtually or in person. Strategy's Expected Result/Impact: Teachers and administrators will attend quality professional development. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Engage the following individuals or groups to come to EWIS to provide support and training to individuals and staff: Ruth Meggs Other as identified Strategy's Expected Result/Impact: Teachers and administrators will attend quality professional development. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment

Performance Objective 2: District and Campus Administrators will conduct walkthroughs and provide feedback to the teachers.

Evaluation Data Sources: Documentation of Walkthroughs
Documentation of Meetings with Teachers to Provide Feedback

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1: Principal and Assistant Principal will conduct at least 5 walk-through observations each week. Strategy's Expected Result/Impact: Walkthroughs will be conducted by the principal and assistant principal. Staff Responsible for Monitoring: Superintendent and Assistant Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: Campus administrators will meet as available to participate in group walk through observations. Strategy's Expected Result/Impact: Walkthroughs will be conducted by the principal with other campus administrators and district administration. Staff Responsible for Monitoring: Superintendent and Assistant Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students

Performance Objective 1: The District will maintain a safe and orderly environment by providing updated and clean facilities.

Evaluation Data Sources: District Emergency Operations Plan
 Safety Drill Reports
 Safety and security upgrades (hardening of facilities)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: The district and campus administration will evaluate and update the Emergency Operations plan. Strategy's Expected Result/Impact: The district and campus will have a current Emergency Operations Plan. Staff Responsible for Monitoring: Superintendent, District Safety Coordinator and Principals ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: The campus will complete regular safety drills. Strategy's Expected Result/Impact: The campus will complete regular safety drills. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 3: Custodial staff will clean high-traffic and high-touch areas multiple times throughout the school day and will use electrostatic cleaners to disinfect the campus on a regular basis. Strategy's Expected Result/Impact: Facilities will be clean and safe for students and staff. Staff Responsible for Monitoring: Custodial supervisor.	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Beth Westhoff	Principal
Administrator	Kelley Young	Assistant Principal
Administrator	Brandi Urban	Counselor
Classroom Teacher	Courtney Truett	4th Grade Team Leader
Classroom Teacher	Crala Pringle	5th Grade Team Leader
Classroom Teacher	Taylor Carey	6th Grade Team Leader
GT Teacher	Alisha Baize	GT Teacher
Classroom Teacher	Lesa Stone	Dyslexia Teacher
Classroom Teacher	Melissa Martinez	Reading Interventionist
Classroom Teacher	Rebecca Reeves	Math Interventionist
Community Representative	Autumn Cox	Community Representative
Parent	Sherrea Brown	Parent Representative
District-level Professional	Holly Black	District ESL
District-level Professional	Ashley Hall	Diagnostician
Special Education Teacher	Thomas Vestal	Teacher

Addendums

Groesbeck Independent School District

Groesbeck Middle School

2020-2021 Campus Improvement Plan



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

Every Kid a Winner!

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Comprehensive Needs Assessment

Needs Assessment Overview

Groesbeck Middle School is committed to raising the level of rigor in every classroom in correlation with the level of rigor in each TEKS. By elevating the questioning and instructional strategies by our teachers we will be able to address the lack of students achieving the Meets and Masters categories on STAAR. RTI will focus on all categories of students including students that have already met the Approaches category and are close to achieving the Meets category. In addition, planning and instruction will be deliberately focused on closing the gaps in learning for our special populations specifically Hispanic students in both reading and math as well as SPED/504 students in all categories.

Demographics

Demographics Summary

Groesbeck Middle School is a seventh and eighth grade campus in which 244 students were enrolled during the 2019-2020 school year. Average attendance was 96.1% before COVID and 96.7% during shutdown for the school year. There were an average of 117 7th grade students and 127 8th grade students. Of the 244 students our demographic data was as follows:

Ethnicity/Race distribution: White=129 students=53%; Hispanic=72 students=30%; African American=30 students=12%; Asian=4 students=1.64%, American Indian=1 student=0.41%, Two or More=8 students=3.28%

At-risk students=126 students=51%; Economically disadvantaged= 151 students=62%; LEP=10 students=4.10%; Homeless=7 students=2.87%

Special Program Participation Counts: SPED=27 students=11%; CTE=124 students=51%; GT=35 students=14%; GT participation by E/R distribution= W=26 students=74%; H=6 students=17%, A=2 students=5.17%, Two or More=1 student= 2.86%, AA=0 (% for this category are a % of the GT population not campus)

Staff: 100% of teachers are state certified in their content area. There were 19 full, 5 shared, and 1 part time teachers, 6 instructional assistants, 1 principal, 1 counselor, 3 non-classroom staff; 1 ISS Aide, 1 Media/Library Aide, 1 full-time nurse, and 1 secretary. For the 2019-2020 school year, an assistant principal was not on campus.

According to the 2019 TEA Report: GMS received an overall rating of a C. Domain breakdown was as follows; Student Achievement: C, School Progress: B (Academic growth=c, Relative performance (ECO DIS 69.5%)= B; Closing the Gaps= C and no distinctions were earned. In 2018 GMS earned a distinction for Comparative Academic Growth and MET STANDARD for all other domains.

Demographics Strengths

All of the instructional staff at GMS were state certified in the content area they teach. The instructional assistants completed a paraprofessional certification training at Region 12. We also dedicated 1.5 staff members for RTI and intervention.

Attendance interventions were successful to maintain attendance at 96.1% prior to school closure due to COVID-19.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Minority populations are under-represented in GT program. **Root Cause:** GT assessment and identification process could be confusing or unclear for some parents.

Student Learning

Student Learning Summary

**Due to COVID-19 school closure, STAAR data was not collected for the 2019-2020 school year. Beginning of the year assessment data will be collected in the 2020-2021 school year.

BOY assessment data was collected using the BOY STAAR Assessments. Data collected indicated significant gaps in the areas of reading and math. However, due to Remote Learning and assessments taken online some data was inconclusive or we were unable to collect it.

2020-2021 8th Grade Data:

Math (took 7th grade math test): ALL: 41% AP, 15% ME, 4% MA; African American students scored significantly (-12% lower) than all students

Algebra (took 8th grade math test): ALL: 82% AP, 26% ME, 8%MA

Reading (took 7th grade reading test): ALL: 62% AP, 35% ME, 24% MA; African American students scored significantly lower (-11%) than all students; Masters level was much higher in reading compared to math.

2020-2021 7th Grade Data:

Math (took 6th grade math test): ALL: 59%AP, 20% ME, 3% MA; ECO DIS students scored significantly lower (-15%) than all students, AA students scored significantly lower (-17%) than all students

Reading (took 6th grade reading test): ALL: 47% AP, 26% ME, 13% MA; ECO DIS and AA scored significantly lower (-11%, -14%) than all students

2018-2019 school data:

GMS received the following ratings per domain: STAAR performance (domain 1)= C; School Progress (domain 2)= Academic Growth=C; School Progress=Relative Performance (Eco Dis 69.5%)=B; Closing the gaps (domain 3)=C which generated an overall rating of a C as well as identified GMS for "Targeted Support".

The identification for targeted support was determined based on two consecutive years of under performance in the MEETS category for Hispanic students in Reading and all students in Math.

STAAR Growth:

- Percent of Tests at Approaches GL or above:
 - All=73% scored Approaches or above for all tests. This is a 9% increase from the 2018 STAAR scores.
 - Eco Dis=67% scored Approaches or above for all tests. This is an 11% increase from the 2018 STAAR scores.
 - Hispanic= 68% scored Approaches or above for all tests. This is a 14% increase from the 2018 STAAR scores.
 - African American=48% scored Approaches or above for all tests. This is a 1% decrease from the 2018 STAAR scores.
 - Two or more= 87% scored Approaches or above for all tests. This is a 9% increase from the 2018 STAAR scores.
 - White= 80% scored Approaches or above for all tests. This is a 9% increase from the 2018 STAAR scores.
 - SPED= 37% scored Approaches or above for all tests. This is a 9% increase from the 2018 STAAR scores.
 - ELA/Reading ALL=76%, This is a 1% decrease from the 2018 STAAR Scores.

- Math ALL= 78%, This is a 12% increase from the 2018 STAAR scores.
- Writing=ALL=72%, This is a 6% increase from the 2018 STAAR scores.
- Science=ALL=68%, This is a 10% increase from the 2018 STAAR scores.
- Social Studies=ALL=66%, This is a 23% increase from the 2018 STAAR scores.
- Percent of tests at MEETS GL Standard or above:
 - All= 38% Meets GL or above
 - Eco Dis= 30% Meets GL or above (Eco Dis is 69.4%)
 - Hispanic=28% Meets GL or above (Hispanic pop is 30% of our student pop)
 - African American= 15% Meets GL or above (AA represents 11% of student pop)
 - White= 46% Meets GL or above (W represents 52% of student pop)
 - SPED= 22% Meets GL or above (SPED represents 14% of student pop)
- Percent of test at MASTERS GL Standard or above:
 - All= 15% Masters GL or above
 - Eco Dis= 9% Masters GL or above
 - Hispanic= 8% Masters GL or above
 - African American= 2% Masters GL or above
 - White= 20% Masters GL or above
- For a detailed report per content per sub population see attachments (STAAR Performance Data Table 2019, and STAAR Performance Data Table 2018).

Domain 2 STAAR Growth

- Growth points earned=343.5 out of possible 484=average score 71
 - Growth for Reading=77
 - Growth for Math=65

Domain 3 Closing the Gap (MEETS Grade Level)= score of 41

- Academic Achievement: Met/Did not Meet Target: MET Reading= All students, White students, Eco. Dis students, Did NOT MEET Reading=AA, Hispanic, SPED
 - No groups Met for Math
- Growth Status: ALL students and sub groups MET Growth status for Reading
 - African American sub population was the only sub group that MET growth status for math
- Due to our Domain 3 performance we have been a school identified for targeted support specifically in the area of: Reading=Hispanic, Math=ALL

Student Learning Strengths

CAMPUS COLLECTED BOY DATA FOR 2020-2021:

Data collected was used to determine gaps and design instruction accordingly.

****USING STAAR DATA FROM 2018-2019:**

There was an overall gain in STAAR scores for all assessments and in most sub populations. There were significant gains in Social Studies.

We met the expected growth measure for all students in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data indicated significant learning gaps in both math and reading particularly for our ECO DIS and AA population. **Root Cause:** Instruction during COVID-19 school closure did not adequately prepare students for the next school year. Students did not retain information that data previously indicated as mastered due to COVID-19 closure.

Problem Statement 2 (Prioritized): There is minimal growth in MEETS GL EXPECTATION across all content assessments. **Root Cause:** Classroom instruction is not differentiated or rigorous enough to meet the needs of all students and classroom instruction is not aligned to the rigor of the TEKS.

School Processes & Programs

School Processes & Programs Summary

Groesbeck Middle School consists of grades 7 & 8 and a Life-Skills classroom for multi-age students. There is one principal and one counselor on the GMS campus.

For the 2020-2021 school year, only five new staff members were hired. All teachers are qualified for the subject and grade-level assigned. GMS has a staff of 23 certified personnel; one teacher per content area (10), 7 elective teachers, 2 SPED, 1 Dyslexia, 2 RTI (one part time).

Students have 8 classes and 1 tutorial period. Classes averaged 47 minutes each with a three minute passing period. Students could choose from the following classes as electives: Band, Art, Agricultural Science, Health, PE, Athletics, Tennis, and Technology. RTI is serviced through tutorials and may be pulled out once a week from one elective class period. There was opportunities for Co-Teach inclusion, CMC, Resource, and Lifeskills classrooms to service the needs of our SPED population. Dyslexia services were offered to students throughout the day. GT students were serviced through advanced classes and GT tutorials. ESL students participate in a content-based program with ESL certified ELAR teachers.

Staff meetings are held every Friday.

TEKS Resource System is the Core curriculum and all components will be utilized. Lead4ward were primary sources for curriculum and instruction. Additional resources included:

- Lead4ward Framework and Instructional Strategies Playlist
- Nearpod
- ThinkCerca for RLA
- Texas Home Learning 3.0
- Schoology

School Processes & Programs Strengths

Campus meetings are held once a week for discussion of students, subject matter, and to share information related to curriculum and instruction. Daily contact with parents and students establishes strong collaborative relationships. GMS allocated 1.5 teachers as liaisons to assist in communication and interaction between remote learners and content teachers. Due to master schedule planning we were able to maximize personnel and keep class sizes small while still meeting the needs of our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inclusion services for students were not highly effective. **Root Cause:** Inclusion staff and core content teachers did not have time to plan together.

Problem Statement 2 (Prioritized): Due to COVID-19, Data reflects that Remote learners are under performing compared to the on-campus learners. **Root Cause:** Teachers do not have sufficient time to address all the needs of remote and on-campus learners. .

Perceptions

Perceptions Summary

Groesbeck Middle School is dedicated to the academic success of our students through a positive school culture of collaboration between students, faculty, and parents. GMS works to provide leadership for analyzing student achievement data, researching best practices, and prioritizing strategies that will maximize student achievement. We strive to keep students in school and helping them to be successful academically.

Perceptions Strengths

Parental communication has increased as a result of the use of social media by the principal, counselor, and faculty, as well as through the use of Google Classroom during the closure. GMS continues to communicate with parents through phone calls, emails, social media outlets, Zoom, and Google Classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental participation will be limited throughout the school year. **Root Cause:** Parents are unable to participate fully because of COVID-19 regulations.

Priority Problem Statements

Problem Statement 1: There is minimal growth in MEETS GL EXPECTATION across all content assessments.

Root Cause 1: Classroom instruction is not differentiated or rigorous enough to meet the needs of all students and classroom instruction is not aligned to the rigor of the TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Parental participation will be limited throughout the school year.

Root Cause 2: Parents are unable to participate fully because of COVID-19 regulations.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Inclusion services for students were not highly effective.

Root Cause 3: Inclusion staff and core content teachers did not have time to plan together.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Due to COVID-19, Data reflects that Remote learners are under performing compared to the on-campus learners.

Root Cause 4: Teachers do not have sufficient time to address all the needs of remote and on-campus learners. .

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

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
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: All students exceeding state and federal performance standards





Performance Objective 1: Academic performance for all students will increase in Meets GL by 10% and Masters GL by 5% specifically focusing on Hispanic students in reading and all students in math. (**Current BOY data indicates African American as a focus group)

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, walk-through, assessment data, and grades

Summative Evaluation: None

<p>Strategy 1: Teachers will use best practices in creating and implementing lesson plans that follow district and campus protocol. Strategy's Expected Result/Impact: Instructional minutes will be maximized to improve academic achievement specifically in the meets and masters categories. Staff Responsible for Monitoring: Principal, Counselors, District Instructional Personnel, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Both teachers and students will continuously and routinely analyze assessment data including formal, informal, CBA and unit assessments. Teachers will maintain, collect and organize data as per campus protocol. Strategy's Expected Result/Impact: Students and teachers will work in partnership to minimize learning gaps more efficiently and ultimately increase academic achievement. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Teachers will implement a variety of effective and rigorous teaching strategies including but not limited to small group instruction, brain-based strategies, differentiated instruction, project based instruction, data specific instruction and vocabulary rich instruction Strategy's Expected Result/Impact: Improve academic achievement and teacher effectiveness. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

<p>Strategy 4: 1.5 staff members will be allocated for RTI in both math and reading. RTI groups will change as indicated by campus data.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement of all students through the RTI process.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: All students exceeding state and federal performance standards

Performance Objective 2: GMS will increase the scores of all students in Meets GL by 10% and Masters GL by 5% on the Math STAAR including all special programs.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, District Assessment Data, Classroom Assessment Data

Summative Evaluation: None

<p>Strategy 1: Students and teachers will be trained in how to use the TI Inspire calculators effectively. Strategy's Expected Result/Impact: Increase math scores in meets and masters for all students in 8th grade. Staff Responsible for Monitoring: Classroom Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: GMS will implement a math tutorial group for Algebra students. Strategy's Expected Result/Impact: Improve the academic performance of students on Algebra. Staff Responsible for Monitoring: Classroom Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Implement Math tutorial program to address all student needs. Groups will be pulled based on assessment data. Strategy's Expected Result/Impact: Increase student achievement by targeting specific needs. Staff Responsible for Monitoring: Principal Classroom Teachers Intervention TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 4: Math teachers will utilize daily warm-ups to spiral content that was not mastered during previous instruction. Strategy's Expected Result/Impact: Improve student achievement. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: All students exceeding state and federal performance standards

Performance Objective 3: Attendance will increase by .5% from 96.3% to 96.8% to increase academic performance.

Evaluation Data Sources: Attendance Data

Summative Evaluation: None

<p>Strategy 1: Students with exceptional attendance will be rewarded routinely.</p> <p>Strategy's Expected Result/Impact: Increased attendance correlates to an increase in academic performance due to exposure too content.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom Teacher Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Classroom instruction will focus on relevancy and importance to students while utilizing student engagement to inspire students to attend school. GMS will provide opportunities for students to have fun at school while learning in collaboration with their peers.</p> <p>Strategy's Expected Result/Impact: Attendance will increase due to students wanting to come to school. Increased attendance will result in increased student achievement and willingness to come to school. Classroom disruptions and discipline issues will decrease.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers Support Staff Counselors Students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

<p>Strategy 3: Campus administration, attendance clerk and staff will work collaboratively with parents and students to minimize excessive absences, implement truancy prevention plans and routinely notify as mandated in TEC 25.092. Home visits will be conducted as needed.</p> <p>Strategy's Expected Result/Impact: Increased attendance correlates to an increase in academic performance due to exposure too content.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom Teacher Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 4: Allocate staff and implement attendance protocol and procedures to efficiently track and monitor the attendance of Remote Learners due to COVID-19.</p> <p>Strategy's Expected Result/Impact: Accurately indicate student attendance and increase academic performance of remote learners.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Attendance Clerk, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 5: Implement credit/academic recovery for remote learners that were academically unsuccessful and/or excessively absent during remote learning due to COVID-19.</p> <p>Strategy's Expected Result/Impact: Increase accountability for students academically and improve academic performance of remote learners.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Teachers, Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: All students exceeding state and federal performance standards

Performance Objective 4: Special programs such as SPED, 504, GT, At-Risk and LEP will all show increase in academic performance by 10% on both Reading and Math STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR

Summative Evaluation: None

<p>Strategy 1: Instructional Aides will be allocated to each core content or facilitate the role of case manager for specific students to more effectively meet the needs of SPED students. Students will receive support in the classroom as well as have the additional opportunity of going to content mastery for support. Teachers and aides will be trained on the inclusion model to maximize effectiveness of support.</p> <p>Strategy's Expected Result/Impact: Additional support and data analysis will lead to increased academic performance for all special programs.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Gifted and Talented students will meet as a cohort to conduct experimental projects such as service learning and increase the use of critical thinking skills.</p> <p>Strategy's Expected Result/Impact: Increase the academic achievement on STAAR. Service learning projects will benefit both the student and the community.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 1: Groesbeck Middle School will provide opportunities for parents and community to be involved in events taking place at GMS.





**Changes will be made as necessary due to COVID-19.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR; Parental Involvement Records; Survey Information and Parent Contact Logs

Summative Evaluation: None

<p>Strategy 1: Hold the following parental workshops to address current student needs:</p> <p>Title 1 SSI Bully Prevention Cyber Bullying Character Development Minimizing Test Anxiety Preparing for High School Transition to Middle School Mental Health Awareness Suicide Prevention</p> <p>Due to COVID-19 meetings may be replaced with informational handouts/posts with links for parents on GMS social media sites as well as the GMS website.</p> <p>Strategy's Expected Result/Impact: Increased participation in the education process and social emotional health and safety of their students.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June





<p>Strategy 2: Provide the opportunities for parents, students and community members to be involved in planning for overall school improvement:</p> <p>A. Campus Improvement Team B. District Improvement Team C. Parent Surveys D. Student Surveys E. Parent Input through e-mail, phone calls and conferences</p> <p>Strategy's Expected Result/Impact: Agendas and sign in sheets from meetings.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Create a communications team that can serve as the public relations team to promote the positive events and activities that occur on campus.</p> <p>Communications team will create the following social media accounts: Facebook Instagram Twitter</p> <p>Our goal is to celebrate and communicate at least 5-10 positive activities per week.</p> <p>Strategy's Expected Result/Impact: Create a positive image and foster trust from both parents and community members as well as promote events that are happening on campus.</p> <p>Staff Responsible for Monitoring: Principal Communications Team Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 4: Utilize student input to determine campus initiatives such as rewards and policies through surveys and focus groups.</p> <p>Strategy's Expected Result/Impact: Allow students to feel they have a voice in the decisions that affect them at school and to garner pride in our campus.</p> <p>Staff Responsible for Monitoring: Principal Campus Teachers Counselor</p> <p>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 - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Supportive parents and community members proactively involved in the education of our students

Performance Objective 2: GMS will continue to increase communication with parents and community.

Evaluation Data Sources: Remind, Skyward, Google Classroom, conferences, GMS web page, GMS social media pages, etc.

Summative Evaluation: None

<p>Strategy 1: All staff will maintain communication logs and routinely communicate with parents regarding: student grades, behavior, attendance (particularly for remote learners). **Due to COVID-19 Communication logs include emails with students as well as parents Strategy's Expected Result/Impact: Improve academic performance as well as increase attendance. Staff Responsible for Monitoring: Principal, Teachers, Counselors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment





Performance Objective 1: Provide staff opportunities to attend quality professional development to support identified needs.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data, attendance certificates

Summative Evaluation: None

<p>Strategy 1: Provide opportunity for quality professional development either in person or via webinars through Region 12, Lead4ward (but not limited to): Inclusion training GT training Marcia Tate SEL Development Behavior Systems Lead4ward Data Desagregation Eduphoria TEKS Resource Google Forms Bullying prevention TxEIS Schoology eduphoria and all mandatory trainings for public school staff.</p> <p>Strategy's Expected Result/Impact: Provide the resources for staff to better serve our students to increase academic achievement through quality instruction.</p> <p>Staff Responsible for Monitoring: Principal Instructional Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

Strategy 2: Provide the following Planning Opportunities for staff to promote overall school improvement: A. Campus Improvement Planning B. Faculty Meetings C. District Improvement Planning D. Department Planning Strategy's Expected Result/Impact: Meetings throughout the year will be provided in various avenues to better GMS. The stakeholders on the committees will provide input needed to make our school better. Staff Responsible for Monitoring: Principal Funding Sources: - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students

Performance Objective 1: GMS strives to maintain and provide a safe environment for the students and staff.





Targeted or ESF High Priority

Evaluation Data Sources: STAAR, Classroom Assessment Data, District Assessment Data

Summative Evaluation: None

<p>Strategy 1: Continue to ensure a safe, orderly, and disciplined environment through review/revisions and implementation of the following:</p> <ul style="list-style-type: none"> A. Consistent School-wide Expectations B. Student Code of Conduct C. Student Handbook D. Home/School compact E. Dress Code F. Processes, procedures and routines for lunch G. Cell Phone Policy H. Behavior Matrix I. Implement School-wide Expectations for behavior J. Implement a minor-incident reporting system K. Routinely call parents and document <p>Strategy's Expected Result/Impact: Improve campus morale by having consistency from one classroom to the next. Maximize instructional time. Minimize opportunities for bullying and other student conflicts. Allow for time for more social interaction between students in structured settings. Reduce the number of ISS and OSS placements.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers Support Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

<p>Strategy 2: Maintain the following activities/strategies to address Crisis Management and Violence prevention on the campus:</p> <p>A. Crisis Management/Response Plan B. Crisis Response Team/Training C. Staff Orientation to Emergency Drills: Building Evacuations (Fire); Shelter in place (Tornado); lock down; BASE (Building Active Shooter Emergency); Site Evacuation</p> <p>Strategy's Expected Result/Impact: Staff and students will be monitored on a daily basis providing the needed resources and training to various situations.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Provide for the following additions/improvements to the campus Technology Infrastructure:</p> <p>A. Update software B. Online or computer textbooks C. Web-based programs D. Fix wireless connection at White gym classrooms. E. Replace projectors</p> <p>Strategy's Expected Result/Impact: Review areas of need and look for various avenues to address those.</p> <p>Staff Responsible for Monitoring: Technology Director Principal</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 4: Train staff on Emergency Operating Procedures and create Emergency Team.</p> <p>Strategy's Expected Result/Impact: Provide staff and facilities with needed information, posters and handouts. Train staff and students on what to do in certain situations.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 5: Provide the following staff development/training to ensure student/staff safety:</p> <p>A. Crisis Management Plan B. Fire/Tornado Plan C. Staff training in identifying signs of abuse in students, procedures, local and legal policies and reporting. D. Sexual Abuse Awareness</p> <p>Strategy's Expected Result/Impact: Provide training through staff development and Eduhero.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

Strategy 6: Provide the following Title IV-Safe and Drug Free School and Communities programs and activities: A. Speakers B. Canine Detection Services C. Traffic Control D. Awareness Bracelets Strategy's Expected Result/Impact: Be pro active with the students in making them aware of the dangers they can face on a daily basis and how to handle those situations. Staff Responsible for Monitoring: Counselor Principal Funding Sources: - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students





Performance Objective 2: GMS will provide training/staff development for faculty, staff and students to ensure a safe environment.

Targeted or ESF High Priority

Evaluation Data Sources: Student Surveys, Parent Surveys, Number of referrals, Number of reported bully incidents

Summative Evaluation: None

<p>Strategy 1: Provide the following Sexual Abuse program services: A. Increase parent awareness of issues regarding sexual abuse in children. B. Assistance for students who are victims of abuse. C. Counseling will be provided for victims of abuse. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselor Principal Funding Sources: - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Provide the following programs/activities to support overall increased attendance: A. Student awards for perfect attendance B. Teacher recognition for perfect attendance C. Monetary awards for student demonstrating perfect attendance for the year D. Grade level award activities to support attendance Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 3: Utilize the Anti-Bullying Toolkit to address and prevent bullying. Proactively train students on how to report a bully. Proactively empower students through student trainings (ALICE) (Dan Korem) Provide opportunities for student leadership and input. Strategy's Expected Result/Impact: Provide a safe environment where students are advocates for each other. Staff Responsible for Monitoring: Principal Counselor Campus Staff Parents Students ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June

<p>Strategy 4: Train students and staff on the Dan Korem Snapshot approach to proactively observe and report potential crisis or bully situations.</p> <p>This approach is a way to identify and prevent crisis situations.</p> <p>Strategy's Expected Result/Impact: Help empower students to be proactive in preventing crisis on campus. Ensure that students feel safe to learn.</p> <p>Staff Responsible for Monitoring: Principal Campus Teachers Students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students

Performance Objective 3: Implement a comprehensive and multi-faceted approach to social emotional learning for all students.





Targeted or ESF High Priority

Evaluation Data Sources: Discipline data

Counselor referrals

Student inventory

Summative Evaluation: None





<p>Strategy 1: Implement a Social and Emotional Curriculum to support students social and emotional growth.</p> <p>Guidance Lessons twice monthly Character development lessons weekly Campus presenters monthly Purchase and implement 7 Mindsets Implement a social skills class for students that are struggling behaviorally Cultivate positive relationships through greeting every student every day Reward system for positive behavior Develop student leadership team</p> <p>Strategy's Expected Result/Impact: Students will feel safe at school and can focus on academic achievement. Anxiety and bullying will be prevented and addressed quickly and effectively.</p> <p>Staff Responsible for Monitoring: Principal, counselor, teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Ensure all students and staff are properly trained on how to report a bully.</p> <p>Strategy's Expected Result/Impact: All students will be able to help prevent or stop bullying.</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students

Performance Objective 4: All staff will work collaboratively with maintenance and students to follow and adhere to COVID-19 mitigation procedures. Additional supplies will be purchased to ensure student and staff safety.

Evaluation Data Sources: Principal, Counselors, Teachers, Custodial/maintenance staff

Summative Evaluation: None

<p>Strategy 1: Provide each classroom with the following: Additional hand sanitizer in each classroom and every hallway Cleaning products and paper towels Additional masks and gloves</p> <p>Strategy's Expected Result/Impact: Protect our staff and students while ensuring the learning environment is effective. Staff Responsible for Monitoring: All staff and students</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: Conduct orientation for all students and staff on proper mitigation practices of COVID-19. Ensure that all students and staff maintain appropriate spacing and enforce all protective measures outlined in our campus mitigation plan.</p> <p>Strategy's Expected Result/Impact: Keep students and staff safe while maintaining the effectiveness of the learning environment. Staff Responsible for Monitoring: All staff and students</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
GROESBECK MIDDLE (147902042) - GROESBECK ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		74	C
STAAR Performance	42	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	71	79	C
Relative Performance (Eco Dis: 69.5%)	42	80	B
Closing the Gaps	41	73	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Closing the Gaps
GROESBECK MIDDLE (147902042) - GROESBECK ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL Cur & Mon	Special Ed (Current)	Special Ed (Former)	Cont. enrolled	Non Cont. enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	N	N	Y	*	*	-	54%	Y	N	N	Y	Y			
% at Meets GL Standard or Above	48%	15%	36%	62%	*	*	-	54%	40%	0%	18%	25%	50%	43%		
# at Meets GL Standard or Above	120	4	26	81	*	*	-	7	67	0	6	2	97	23		
Total Tests (Adjusted)	248	27	73	130	*	*	-	13	169	11	33	8	195	53		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	N	N	N	N	*	*	-	54%	N	N	N	N	N	N		
% at Meets GL Standard or Above	36%	19%	29%	42%	*	*	-	54%	28%	18%	22%	13%	37%	34%		
# at Meets GL Standard or Above	89	5	21	54	*	*	-	7	48	2	7	1	71	18		
Total Tests (Adjusted)	246	27	73	129	*	*	-	13	169	11	32	8	193	53		
Total Indicators															5	16
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	Y	*	*	-	69	Y	Y	Y	Y	Y	Y		
Academic Growth Score	77	71	79	79	*	*	-	69	76	75	61	75	75	85		
Growth Points	187	18.5	55	101.5	*	*	-	9	124	7.5	19.5	6	144.5	42.5		
Total Tests	243	26	70	129	*	*	-	13	164	10	32	8	193	50		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	N	Y	N	N	*	*	-	62	N	N	N	N	N	N		
Academic Growth Score	65	69	59	68	*	*	-	62	62	60	56	69	65	63		
Growth Points	156.5	18	41	87	*	*	-	8	101.5	6	17.5	5.5	125	31.5		
Total Tests	241	26	70	128	*	*	-	13	164	10	31	8	191	50		
Total Indicators															9	16
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										10%						
TELPAS Progress										1						
TELPAS Total										10						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	N	N	N	N	*	*	-	N	N	N	N	N	N	N		
STAAR Component Score	42	22	35	49	*	55	-	54	35	11	21	28	43	38		
% at Approaches GL Standard or Above	73%	48%	68%	80%	*	78%	-	87%	67%	26%	37%	58%	75%	68%		
% at Meets GL Standard or Above	38%	15%	28%	46%	*	44%	-	50%	30%	5%	22%	19%	39%	33%		
% at Masters GL Standard	15%	2%	8%	20%	*	44%	-	26%	9%	3%	3%	8%	15%	13%		
Total Tests	854	**	250	450	*	9	-	46	585	38	119	26	671	183		
Total Indicators															0	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	259	29	79	133	*	*	-	13	177	11	34	9	198	61		
Total Tests	259	29	79	133	*	*	-	13	177	11	34	9	198	61		
Mathematics																
% Participation	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	258	29	79	133	*	*	-	13	177	11	34	9	196	62		
Total Tests	258	29	79	133	*	*	-	13	177	11	34	9	196	62		

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Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

2019 STAAR Performance Data Table
GROESBECK MIDDLE (147902042) - GROESBECK ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	English Language Learners (Current)	English Language Learners (Current & Monitored)	SPED Current	SPED Former	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	73%	48%	68%	80%	*	78%	-	87%	67%	26%	26%	37%	58%	75%	68%
% at Meets GL Standard or Above	38%	15%	28%	46%	*	44%	-	50%	30%	5%	5%	22%	19%	39%	33%
% at Masters GL Standard	15%	2%	8%	20%	*	44%	-	26%	9%	3%	3%	3%	8%	15%	13%
Number of Tests															
# at Approaches GL Standard or Above	627	46	171	360	*	**	-	40	392	10	10	44	15	502	125
# at Meets GL Standard or Above	321	14	70	209	*	**	-	23	175	2	2	26	5	260	61
# at Masters GL Standard	128	2	21	88	*	**	-	12	54	1	1	3	2	104	24
Total Tests	854	95	250	450	*	**	-	46	585	38	38	119	26	671	183
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	76%	52%	71%	83%	*	*	-	85%	70%	36%	36%	36%	50%	76%	77%
% at Meets GL Standard or Above	48%	15%	36%	62%	*	*	-	54%	40%	0%	0%	18%	25%	50%	43%
% at Masters GL Standard	20%	0%	12%	28%	*	*	-	15%	12%	0%	0%	3%	0%	21%	17%
Number of Tests															
# at Approaches GL Standard or Above	189	14	52	108	*	*	-	11	119	4	4	12	4	148	41
# at Meets GL Standard or Above	120	4	26	81	*	*	-	7	67	0	0	6	2	97	23
# at Masters GL Standard	49	0	9	36	*	*	-	2	21	0	0	1	0	40	9
Total Tests	248	27	73	130	*	*	-	13	169	11	11	33	8	195	53
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	78%	59%	71%	84%	*	*	-	85%	70%	36%	36%	44%	75%	80%	70%
% at Meets GL Standard or Above	36%	19%	29%	42%	*	*	-	54%	28%	18%	18%	22%	13%	37%	34%
% at Masters GL Standard	15%	0%	7%	19%	*	*	-	31%	9%	9%	9%	0%	13%	15%	13%
Number of Tests															
# at Approaches GL Standard or Above	191	16	52	109	*	*	-	11	119	4	4	14	6	154	37
# at Meets GL Standard or Above	89	5	21	54	*	*	-	7	48	2	2	7	1	71	18
# at Masters GL Standard	36	0	5	25	*	*	-	4	15	1	1	0	1	29	7
Total Tests	246	27	73	129	*	*	-	13	169	11	11	32	8	193	53
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	72%	46%	65%	80%	*	*	-	83%	63%	0%	0%	25%	67%	73%	69%
% at Meets GL Standard or Above	38%	8%	25%	49%	*	*	-	67%	29%	0%	0%	25%	33%	41%	28%
% at Masters GL Standard	14%	8%	8%	17%	*	*	-	33%	10%	0%	0%	8%	17%	15%	14%
Number of Tests															
# at Approaches GL Standard or Above	95	6	26	55	*	*	-	5	56	0	0	3	4	75	20
# at Meets GL Standard or Above	50	1	10	34	*	*	-	4	26	0	0	3	2	42	8
# at Masters GL Standard	19	1	3	12	*	*	-	2	9	0	0	1	1	15	4
Total Tests	132	13	40	69	*	*	-	6	89	6	6	12	6	103	29
Science															
Percent of Tests															
% at Approaches GL Standard or Above	68%	36%	59%	75%	-	-	-	100%	62%	0%	0%	33%	*	71%	54%
% at Meets GL Standard or Above	30%	14%	25%	36%	-	-	-	29%	24%	0%	0%	24%	*	30%	29%
% at Masters GL Standard	7%	0%	6%	8%	-	-	-	14%	3%	0%	0%	0%	*	7%	8%
Number of Tests															
# at Approaches GL Standard or Above	77	5	19	46	-	-	-	7	49	0	0	7	*	64	13
# at Meets GL Standard or Above	34	2	8	22	-	-	-	2	19	0	0	5	*	27	7
# at Masters GL Standard	8	0	2	5	-	-	-	1	2	0	0	0	*	6	2
Total Tests	114	14	32	61	-	-	-	7	79	5	5	21	*	90	24
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	66%	36%	69%	69%	-	-	-	86%	62%	40%	40%	38%	*	68%	58%
% at Meets GL Standard or Above	25%	14%	16%	30%	-	-	-	43%	19%	0%	0%	24%	*	26%	21%
% at Masters GL Standard	14%	7%	6%	16%	-	-	-	43%	9%	0%	0%	5%	*	16%	8%
Number of Tests															
# at Approaches GL Standard or Above	75	5	22	42	-	-	-	6	49	2	2	8	*	61	14
# at Meets GL Standard or Above	28	2	5	18	-	-	-	3	15	0	0	5	*	23	5
# at Masters GL Standard	16	1	2	10	-	-	-	3	7	0	0	1	*	14	2
Total Tests	114	14	32	61	-	-	-	7	79	5	5	21	*	90	24

**Texas Education Agency
2019 Closing the Gaps
GROESBECK MIDDLE (147902042) - GROESBECK ISD**

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	5	16	31%	33.3%	10.3
Growth Status	9	16	56%	55.6%	31.1
Student Success Status	0	11	0%	11.1%	0.0
Closing the Gaps Score					41

Texas Education Agency
2018 Closing the Gaps Status Table
GROESBECK MIDDLE (147902042) - GROESBECK ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economic Disadv	EL (Current & Monitor ed)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	Percent of Indicators Met	Weight	Score
Academic Achievement Status																			
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%					
Target Met	N	Y	N	N					Y		Y		N	N					
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%					
Target Met	N	N	N	N					N		N		N	N					
Total Indicators															3	16	19%	33.3%	6.3
Growth Status																			
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67					
Target Met	Y		Y	Y					Y				Y	Y					
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70					
Target Met	Y	N	Y	Y					N		N		Y	N					
Total Indicators															10	14	71%	55.6%	39.5
Graduation Rate Status																			
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a					
Target Met																			
Total Indicators																			
English Language Proficiency Status																			
ELP Target										42%									
Target Met																			
Total Indicators																			
Student Success Status																			
STAAR Component Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45					
Target Met	N	N	N	N				N	N	N	N	N	N	N					
Total Indicators															0	11	0%	11.1%	0.0
School Quality Status																			
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%					
Target Met																			
Total Indicators																			
Total																			46

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement (Percent at Meets Grade Level or Above)														
ELA/Reading														
% at Meets GL Standard or Above	43%	40%	29%	49%	-	-	-	55%	33%	*	28%	*	44%	39%
# at Meets GL Standard or Above	98	10	18	64	-	-	-	6	50	*	7	*	76	22
Total Tests (Adjusted)	228	25	62	130	-	-	-	11	153	*	25	*	172	56
Mathematics														
% at Meets GL Standard or Above	34%	17%	27%	41%	-	-	-	45%	28%	*	14%	56%	37%	25%
# at Meets GL Standard or Above	85	5	19	56	-	-	-	5	47	*	6	5	69	16
Total Tests (Adjusted)	248	29	70	138	-	-	-	11	169	*	43	9	185	63
Growth (Academic Growth)														
ELA/Reading														
Academic Growth Score	72	74	74	70	-	-	-	82	71	61	39	72	70	79
Growth Points	159.5	17.0	46.0	87.5	-	-	-	9.0	105.0	8.5	8.5	6.5	118.5	41.0
Total Tests	221	23	62	125	-	-	-	11	147	14	22	9	169	52
Mathematics														
Academic Growth Score	72	58	71	74	-	-	-	86	67	56	59	83	74	67
Growth Points	174.5	15.0	49.5	100.5	-	-	-	9.5	110.0	9.0	23.0	7.5	135.5	39.0
Total Tests	242	26	70	135	-	-	-	11	163	16	39	9	184	58
English Language Proficiency														
TELPAS Progress Rate										67%				
TELPAS Progress										6				
TELPAS Total										9				
Student Success (Student Achievement Domain Score: STAAR Component Only)														
STAAR Component Score	38	25	28	44	-	-	-	48	30	*	19	38	39	34
% at Approaches GL Standard or Above	64%	49%	54%	71%	-	-	-	78%	56%	*	27%	68%	65%	61%
% at Meets GL Standard or Above	33%	21%	23%	40%	-	-	-	43%	25%	*	16%	29%	35%	28%
% at Masters GL Standard	16%	6%	6%	21%	-	-	-	24%	10%	*	13%	16%	16%	13%
Total Tests	843	98	235	473	-	-	-	37	573	*	128	31	634	209
Participation														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading														
% Participation	99%	100%	97%	100%	-	-	-	100%	99%	100%	100%	100%	99%	98%
# Participants	230	25	62	132	-	-	-	11	153	14	25	9	172	58
Total Tests	232	25	64	132	-	-	-	11	155	14	25	9	173	59
Mathematics														
% Participation	100%	100%	99%	100%	-	-	-	100%	99%	100%	100%	100%	99%	100%
# Participants	252	29	70	142	-	-	-	11	170	16	43	9	185	67
Total Tests	253	29	71	142	-	-	-	11	171	16	43	9	186	67
Additional Targeted Support														
Target	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	n/a	n/a	n/a
% Indicators Met	40%	25%	40%	40%	-	-	-	0%	40%	0%	25%	-	-	-
# Indicators Met	2	1	2	2	-	-	-	0	2	0	1	-	-	-
# Indicators Evaluated	5	4	5	5	-	163	-	1	5	1	4	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Texas Education Agency
2018 STAAR Performance Data Table
GROESBECK MIDDLE (147902042) - GROESBECK ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	64%	49%	54%	71%	-	-	-	78%	56%	*	*	27%	68%	65%	61%
% at Meets GL Standard or Above	33%	21%	23%	40%	-	-	-	43%	25%	*	*	16%	29%	35%	28%
% at Masters GL Standard	16%	6%	6%	21%	-	-	-	24%	10%	*	*	13%	16%	16%	13%
Number of Tests															
# at Approaches GL Standard or Above	542	48	127	338	-	-	-	29	319	*	*	35	21	414	128
# at Meets GL Standard or Above	282	21	54	191	-	-	-	16	141	*	*	21	9	224	58
# at Masters GL Standard	131	6	15	101	-	-	-	9	55	*	*	16	5	103	28
Total Tests	843	98	235	473	-	-	-	37	573	*	*	128	31	634	209
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	77%	*	66%	82%	-	-	-	*	70%	*	*	*	*	76%	80%
% at Meets GL Standard or Above	43%	*	29%	49%	-	-	-	*	33%	*	*	*	*	44%	39%
% at Masters GL Standard	21%	*	8%	28%	-	-	-	*	14%	*	*	*	*	21%	23%
Number of Tests															
# at Approaches GL Standard or Above	176	*	41	107	-	-	-	*	107	*	*	*	*	131	45
# at Meets GL Standard or Above	98	*	18	64	-	-	-	*	50	*	*	*	*	76	22
# at Masters GL Standard	49	*	5	37	-	-	-	*	22	*	*	*	*	36	13
Total Tests	228	*	62	130	-	-	-	*	153	*	*	*	*	172	56
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	66%	*	57%	74%	-	-	-	*	59%	*	*	35%	*	68%	60%
% at Meets GL Standard or Above	34%	*	27%	41%	-	-	-	*	28%	*	*	14%	*	37%	25%
% at Masters GL Standard	18%	*	11%	24%	-	-	-	*	11%	*	*	12%	*	21%	11%
Number of Tests															
# at Approaches GL Standard or Above	163	*	40	102	-	-	-	*	99	*	*	15	*	125	38
# at Meets GL Standard or Above	85	*	19	56	-	-	-	*	47	*	*	6	*	69	16
# at Masters GL Standard	45	*	8	33	-	-	-	*	19	*	*	5	*	38	7
Total Tests	248	*	70	138	-	-	-	*	169	*	*	43	*	185	63
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	65%	*	*	68%	-	-	-	*	56%	*	*	29%	*	65%	65%
% at Meets GL Standard or Above	38%	*	*	42%	-	-	-	*	28%	*	*	25%	*	37%	38%
% at Masters GL Standard	10%	*	*	12%	-	-	-	*	8%	*	*	21%	*	9%	15%
Number of Tests															
# at Approaches GL Standard or Above	81	*	*	44	-	-	-	*	48	*	*	7	*	59	22
# at Meets GL Standard or Above	47	*	*	27	-	-	-	*	24	*	*	6	*	34	13
# at Masters GL Standard	13	*	*	8	-	-	-	*	7	*	*	5	*	8	5
Total Tests	125	*	*	65	-	-	-	*	85	*	*	24	*	91	34

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economic Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Science															
Percent of Tests															
% at Approaches GL Standard or Above	58%	*	*	69%	-	-	-	*	*	*	*	*	*	61%	*
% at Meets GL Standard or Above	29%	*	*	41%	-	-	-	*	*	*	*	*	*	31%	*
% at Masters GL Standard	13%	*	*	23%	-	-	-	*	*	*	*	*	*	15%	*
Number of Tests															
# at Approaches GL Standard or Above	70	*	*	48	-	-	-	*	*	*	*	*	*	57	*
# at Meets GL Standard or Above	35	*	*	29	-	-	-	*	*	*	*	*	*	29	*
# at Masters GL Standard	16	*	*	16	-	-	-	*	*	*	*	*	*	14	*
Total Tests	121	*	*	70	-	-	-	*	*	*	*	*	*	93	*
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	43%	*	*	53%	-	-	-	*	*	*	*	*	*	45%	*
% at Meets GL Standard or Above	14%	*	*	21%	-	-	-	*	*	*	*	*	*	17%	*
% at Masters GL Standard	7%	*	*	10%	-	-	-	*	*	*	*	*	*	8%	*
Number of Tests															
# at Approaches GL Standard or Above	52	*	*	37	-	-	-	*	*	*	*	*	*	42	*
# at Meets GL Standard or Above	17	*	*	15	-	-	-	*	*	*	*	*	*	16	*
# at Masters GL Standard	8	*	*	7	-	-	-	*	*	*	*	*	*	7	*
Total Tests	121	*	*	70	-	-	-	*	*	*	*	*	*	93	*

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

Groesbeck Independent School District

Groesbeck High School

2020-2021 Campus Improvement Plan



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

Every Kid a Winner!

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Comprehensive Needs Assessment

Revised/Approved: August 3, 2020

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 428 students with 125 ninth graders, 100 tenth graders, 103 eleventh graders, and 100 twelfth graders. The average attendance rate is approximately 95%. There are currently 78 (approximately 18%) on-line learners. 17 ninth graders, 22 tenth graders, 26 eleventh graders, and 13 twelfth graders.

The student population is approximately 48% female and 52% male. The student population is 59% White; 26% Hispanic; 10% African American; 4% two or more races; 0.5% American Indian; 0.9% Asian. The majority of the students are considered Economically Disadvantaged (57.5%). English Language Learners comprise less than 2.0% of the student population and 15% of the students qualify for Special Education Services. 47% are considered At-Risk.

There are 77 members of the Faculty and Staff this year. There are 41 teachers, members and 12 Paraprofessionals with more than 80% of the staff possessing a Bachelor's degree, 15% with a Master's degree and approximately 4.8% with a Doctoral degree.

Demographics Strengths

There appears to be an increase in diversity over the last school year. 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 41 Faculty 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 2020 Accountability is the same as the 2019 Accountability Ratings Overall Summary due to COVID-19. GHS maintains a rating of a 77 or a "C." GHS did not receive any Distinctions. GHS is identified for targeted support and improvement in Academic Growth. In Domain 1: Student Achievement 80 overall (64 for STAAR Performance, CCMR 87, and Graduation Rate 100); Domain 2: School Progress: 79 (Academic growth 66, Relative performance (ECO DIS 64.6%) 79; Domain 3: Closing the Gaps 71.

Student Learning Strengths

In all subjects tested there was an increase of 4% from 2018 results. There was a decline in the performance of White students by 3% but an increase of 5% for our Economically Disadvantaged students in all subjects tested. ELA results maintained at 58% overall, Math was at 63% for 2019, Science at 75% showed a 2% increase overall, and Social Studies showed a 12% increase from 2018 with an 81% overall.

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 10 trained paraprofessionals, 6 of whom serve students that receive special education services through our Life Skills classrooms. Our Life Skills students travel each week to Creekside 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 virtual training through the Region 12 Service Center to stay informed on the latest mental health trends and in order to be able address the ever growing needs of today's students. Class sizes are 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 also offer more than 22 different CTE classes and support all 5 endorsement areas for graduation.

Our Fine Arts department serves more than 70 students in Band. We have a budding 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 Lifetime Nutrition and Wellness, 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. 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 on Fridays with a consistent rotation among departments and department chairpersons. 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. RTI Meetings are held once per nine weeks to review TIER groups and individual students.

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 Google classroom, the ASCENDER Parent Portal, and the use of email and e-Notes through our 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices





Goals

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2020-2021 school year.

Performance Objective 1: The Response to Intervention process will be aligned within the district with GHS following RtI district process including targeted interventions; Reading classes will be utilized to support struggling 9th graders and all STAAR EOC ELA retesters; Math Models will be the math support class for struggling math students, IPC for struggling science students and the SUCCESS classes for those struggling in social studies.

Evaluation Data Sources: Documentation, RtI Meetings with parents and/or teachers, Eduphoria documentation (teachers, counselors, parents); the use of common assessments to inform pedagogical practice.

Summative Evaluation: None





Strategy 1: Review and maintain consistency in the district RtI process. Strategy's Expected Result/Impact: RtI will be aligned and enforced within GISD. Staff Responsible for Monitoring: Special Education Director, Special Education Teachers, Classroom Teachers, Principal, Assistant Principal, Counselors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: Teachers will be trained in RtI and will participate in the processes, review data and progress in order to modify and/or enforce RtI processes. Strategy's Expected Result/Impact: Student achievement will increase as interventions become targeted/specific. Staff Responsible for Monitoring: Special Education Director, Campus Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Feb	May	June
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 - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 4: 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 Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished 178  Continue/Modify  Discontinue				

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2020-2021 school year.

Performance Objective 2: Writing processes across the campus will include all disciplines using writing as an educational tool; Reading classes will be offered for all struggling learners to target low reading performance.

Evaluation Data Sources: Lesson plans, warm-ups, exit tickets, individual lesson responses

Summative Evaluation: None

<p>Strategy 1: Teachers will incorporate reading and writing across the curriculum to support the writing process; this includes the use of ThinkCERCA and IXI for diagnostic and instruction.</p> <p>Strategy's Expected Result/Impact: As students read and write more, skills will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> <p>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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2020-2021 school year.

Performance Objective 3: 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.

Evaluation Data Sources: Walkthrough documentation (District walk-through form), PLC Meeting Agendas and Minutes, TEKS based Objectives (what we want students to know and be able to do at the end of the lesson) posted in all classrooms and in Eduphoria FORETHOUGHT lesson planner.

Summative Evaluation: None





<p>Strategy 1: Teachers will maintain a focus engaged in District processes with full administrative support: TEKS, Lead4Ward Field Guides; 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.</p> <p>Staff Responsible for Monitoring: Campus Administration; Follow Up from District Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2020-2021 school year.

Performance Objective 4: GHS will support at-risk students through teacher tutorials, peer tutorials (including assistance from fully trained Peer Assistance students in Dr. Roger's classes) SUCCESS classes, content mastery, RtI and 504.

Evaluation Data Sources: Schedules, RtI Documentation

Summative Evaluation: None





<p>Strategy 1: Peer Assistance Class, SUCCESS classes, credit recovery through Odysseyware, content mastery will be available for students.</p> <p>Strategy's Expected Result/Impact: At-risk students will have increased academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administration and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2020-2021 school year.

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: None





<p>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.</p> <p>Strategy's Expected Result/Impact: Improve pedagogical practice to pinpoint deficit learning areas.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: GHS will increase opportunities for a collaborative and supportive system that increases parent and community involvement in all aspects of GHS.

Performance Objective 1: GHS will partner with parents, the community and other stakeholders for GHS students through involvement and participation in school planning, activities and campus events.

Evaluation Data Sources: Committees and activities will be documented through agendas, sign-in sheets, campus calendars, and use of the Remind app.

Summative Evaluation: None





<p>Strategy 1: GHS will maintain a partnership with community via Dual Credit classes, Dual Enrollment courses, CTE course work and potential practicums, Dual Enrollment, eNOTES, email, Athletic events, Fine Arts performances, UIL, FFA activities, and the Career Prep courses, etc.</p> <p>Strategy's Expected Result/Impact: Stakeholders will become actively vested in student achievement.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>Strategy 2: GHS will maintain partnerships with parents through communication and activities to which they are invited.</p> <p>Strategy's Expected Result/Impact: Parent participation will increase and they will become actively involved in student achievement.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: GHS will increase opportunities for a collaborative and supportive system that increases parent and community involvement in all aspects of GHS.

Performance Objective 2: GHS will continue to increase communication with parents and community.

Evaluation Data Sources: ASCENDER PARENT PORTAL, eNOTES, email, Google Classroom, conferences, GHS web page, GHS marquee (once repaired), etc.

Summative Evaluation: None





<p>Strategy 1: Increased two way communication with all stakeholders to improve overall student performance and stakeholder involvement in the day to day processes of classroom and extracurricular activities in the high school.</p> <p>Strategy's Expected Result/Impact: Better academic performance for all students; better teacher morale due to increased support from parents and community.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: GHS will increase opportunities for a collaborative and supportive system that increases parent and community involvement in all aspects of GHS.

Performance Objective 3: Provide students and families with policies, procedures and tools to identify bullying, report incidents successfully and anonymously and how to prevent bullying.

Evaluation Data Sources: Use of on-line reporting tool, website resources for anti-bullying education, SNAPSHOT training for a cross section of the student population, TIP411 through GPD

Summative Evaluation: None





<p>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) including the Dan Korem SNAPSHOT training.</p> <p>Strategy's Expected Result/Impact: Reduce the incidents of bullying and cyber bullying. Resources will be easily accessible.</p> <p>Staff Responsible for Monitoring: Administration and counselors</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: GHS will increase opportunities for a collaborative and supportive system that increases parent and community involvement in all aspects of GHS.

Performance Objective 4: Student attendance rate for GHS will increase by 0.5%

Evaluation Data Sources: Student attendance reports and documentation.

Summative Evaluation: None





Strategy 1: Campuses will work with parents and students to create Truancy Prevention Plans. Strategy's Expected Result/Impact: The students attendance rate will be at least 94.5% Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: GHS will enforce state attendance laws in regards to course credit and truancy. Strategy's Expected Result/Impact: The students attendance rate will be at least 94.5% Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 3: School personnel will increase awareness among students, parents, and community members of the importance of regular school attendance through the GHS website, personal communication, individualized meetings, class meetings in January if permitted (COVID-19 mitigation barriers). Strategy's Expected Result/Impact: The students attendance rate will be at least 94.5% Staff Responsible for Monitoring: Principal, Assistant Principal, Faculty and Staff Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Teachers will be trained throughout the year with research based instructional strategies to maintaining a quality education in a diverse and changing environment.

Performance Objective 1: To provide GHS faculty and staff with professional development that aligns with GISD foundation programs and school improvement: use of the TEKS Resource System, Eduphoria FORETHOUGHT (planning) and AWARE (data), Chromebook use with Google Classroom, and other 21st century classroom support tools and resources.

Evaluation Data Sources: Frequent reviews, checks and balances and PLC meetings with teacher feedback and teach pieces of successful lessons and use of the tools provided; intensive TEKS Dissection and study to deliver high quality instructional based on high quality lesson plans.

Summative Evaluation: None





<p>Strategy 1: GHS teachers will be trained in TEKS Resource System, Lead4ward, and Eduphoria. Best practices are consistently supported by faculty and staff.</p> <p>Strategy's Expected Result/Impact: Training</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Teachers will be trained throughout the year with research based instructional strategies to maintaining a quality education in a diverse and changing environment.

Performance Objective 2: Teachers will continue to submit lesson plans and use District processes to plan and deliver quality instruction to students.

Evaluation Data Sources: Lesson plans (Forethought), TTESS, TEKS documentation

Summative Evaluation: None

Strategy 1: Continue to review and support processes with teachers (TTESS, Forethought and TEKS Resource System). Strategy's Expected Result/Impact: Forethought, Aware, Unit assessments/CBA's, TEKS Resource System Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Maintain our facilities and increase the efficacy of the building in meeting the current and projected educational needs of all students.

Performance Objective 1: GHS will maintain a safe and orderly environment and updated clean facilities. A District Facility Committee will review facility needs, including issues of safety and present them to the Board.

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: None





<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration and committees that develop the plans.</p> <p>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 - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Maintain our facilities and increase the efficacy of the building in meeting the current and projected educational needs of all students.

Performance Objective 2: GHS will develop, implement and execute COVID-19 prevention and mitigation procedures.

Evaluation Data Sources: Additional duty logs, amount of additional cleaning supplies and processes used. Numbers of cases and containment data.

Summative Evaluation: None

Strategy 1: GHS will add cleaning responsibilities to staff including admin to assist the custodial crew in keeping the building disinfected. Strategy's Expected Result/Impact: Clean facilities, reduced incidences of COVID-19 spread. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 2: GHS will increase number of monitored student entrance and exit points to reduce traffic flow in the hallways when entering and leaving the facility. Strategy's Expected Result/Impact: Reduced chances of spread of infection by minimizing points of contact. Staff Responsible for Monitoring: Administration and morning/afternoon duty crew.	Reviews			
	Formative			Summative
	Dec	Feb	May	June
Strategy 3: GHS will reorganize lunch time seating in a social distant and appropriate manner with individual desks and assigned areas to increase contact tracing capabilities in the event of infection. Strategy's Expected Result/Impact: Reduced incidences and improved contact tracing capabilities. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Dec	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Bonnie Bomar	Principal
Classroom Teacher	Eric Turrubiarte	Social Studies Chair
Classroom Teacher	Sandy Neal	Math Chair
Classroom Teacher	Lisa O'Kelley	English Chair
Classroom Teacher	Jill Flatt	Science Chair
Administrator	Staci Kirk	Assistant Principal
Classroom Teacher	Nancy Sutton	CTE Chair
Non-classroom Professional	Susan Swick	Counselor
Paraprofessional	Rene Mills	Instructional Aid
Classroom Teacher	Ann Mary Gibbs	SPED Teacher
Community Representative	Jonathan Price	Community Representative
Parent	Brandi Getz	Parent Representative

Addendums

**XI. DISCUSSION AND POSSIBLE ACTION ON RECAPTURE - AGREEMENT
FOR THE PURCHASE OF ATTENDANCE CREDITS AND DELEGATE
CONTRACTUAL AUTHORITY TO THE SUPERINTENDENT**

194

Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2020-2021 (the “school year”).

The agreement is for Groesbeck School District (“the district”), with a county-district number of 147-902, to purchase attendance credit from the state for the school year.

The local revenue level in excess of entitlement will be based on the commissioner’s estimate of the cost of credit as determined under TEC, §49.153, using the district’s projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257. Provisions in the TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against state aid under Subchapter F, Chapter 48, Education Code for the school year. A district that is subject to the reduction in excess local revenue agrees to offset its obligations against state aid in accordance with the provisions specified in the TEC, §48.257(c).

When near-final data are available following the close of the school year to which this agreement applies, the district’s entitlement under Chapter 48 will be recalculated. If the district’s state aid under Subchapter F, Chapter 48, Education Code is less than the cost of recapture as determined by the commissioner in accordance with the TEC, §49.153, using near-final data, the district will be required to have an election and the recapture balance will be recovered in accordance with TEC, §48.272, by withholding subsequent allocations of state funds or requiring and obtaining a refund.

The actual cost of credit for the school year will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district’s maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 is available.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year’s cost until the total amount of the reduction has been exhausted.

Signature of President, Board of Trustees

Date November 16, 2020

Signature of Secretary, Board of Trustees

Date November 16, 2020

Signature of Superintendent

Dr. James B. Cowley
Typed Name of Superintendent

Date November 16, 2020

Signature of Commissioner of Education or Designee

Date _____

**XII. DISCUSSION AND POSSIBLE ACTION ON UPDATE TO BOARD POLICY
CDA (LOCAL) OTHER REVENUES INVESTMENTS**

196

Investment Authority

The Superintendent and the business office accounting and finance director shall serve as the investment officers of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates, and other forms of financial institution deposits, as permitted by Government Code 2256.009(a) and 2256.010 that are properly insured or collateralized.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. No-load money market mutual funds whose investment objectives include a stable \$1.0000 net asset value as permitted by Government Code 2256.014.
5. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
6. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, maintain liquidity, and optimize financial returns within current market conditions in accordance with this policy.

Investments shall be made with the exercise of due care, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their own capital as well as the probable income to be derived.

The investment officers shall seek to act responsibly as custodians of the public trust. The investment officers shall avoid transactions that might impair public confidence in the District's ability to govern effectively.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Training

Each investment officer shall attend investment training sessions from the following authorized independent sources:

- Texas Association of School Boards (“TASB”)
- Texas Association of School Administrators (“TASA”)
- Texas Association of School Business Officials (“TASBO”)
- Regional Education Service Center
- American Institute of Certified Public Accountants (“AICPA”)
- Texas Society of Certified Public Accountants (“TSCPA”)
- University of North Texas Center for Public Management
- Government Treasurer’s Organization of Texas (“GTOT”)
- Public Treasury Institute of North America

**Liquidity and
Maturity**

The maximum dollar weighted maturity and stated final maturity of District investments is outlined in Funds/Strategies (see below).

The District’s investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer, where appropriate.

**Monitoring Market
Prices**

The investment officers shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District’s investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds.

Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officers shall develop a procedure to monitor changes in investment ratings and shall take all prudent measures that are consistent with this policy to liquidate investments that do not maintain satisfactory ratings.

Portfolio Reporting

The investment officers shall prepare an investment report at least quarterly in compliance with the PFIA. This report shall be prepared in a manner that will allow the District to ascertain whether investment activities during the reporting period have conformed to this policy. The report shall be provided to the Board. Weighted average yield to maturity shall be the portfolio performance standard presented in the report.

In addition to the quarterly report, a comprehensive report on the investment program and activity shall be presented annually to the Board. The annual report may be a component of the fourth quarter report.

Funds / Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. Any approved investment instrument is suitable and provides acceptable marketability. The maximum dollar weighted maturity shall be 270 days and the maximum stated final maturity shall be two years. The appropriate yield target shall be the District's main public funds investment pool yield.

Agency Funds

Investment strategies for agency funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. Any approved investment instrument is suitable and provides acceptable marketability. The maximum stated final maturity shall be two years. The appropriate yield target shall be the District's main public funds investment pool yield.

Debt Service Funds

Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Any approved investment instrument is suitable and provides acceptable marketability. The maximum stated final maturity shall be the next debt service payment date not already funding by pending approved investment instruments. The appropriate yield target shall be the District's main public funds investment pool yield.

Capital Project Funds

Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Any approved investment instrument is suitable and provides acceptable marketability. The maximum stated final maturity shall be the lesser of the anticipated cash flow schedule and the applicable "temporary period" allowed by the IRS. Achieving a positive spread to the cost of borrowing is the desired objective, within the limits of this policy's risk constraints. The default yield target shall be the District's main public funds investment pool yield.

Safekeeping and Custody

All investment security and repurchase agreement transactions shall be settled on a delivery versus payment basis. The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

Collateral

The District shall comply with state law in the monitoring and management of pledged collateral. All instruments authorized in the Public Funds Collateral Act are eligible for pledge. Additionally, the District shall require a perfected security interest in compliance with federal and state regulations, including:

1. The agreement must be in writing;
2. The agreement must be executed by the depository and the

3. District contemporaneously with the acquisition of the asset;
4. The agreement must be approved by the Board or designated committee of the depository and a copy of the meeting minutes must be delivered to the District; and
5. The agreement must be part of the depository's "official record" continuously since its execution.

Sellers of Investments

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Broker/dealer firms shall be approved by the Board initially, and annually thereafter, and shall meet selection criteria as determined by the investment officers.

Authorized broker/dealers include:

- [FHTN Financial](#)
- [Raymond James SAMCO Capital Markets](#)
- Wells Fargo Securities

Investment Providers

Prior to handling investments on behalf of the District, business organizations must submit written documents in accordance with law.

Competitive Environment

In order to get the best return on its investments, the District may solicit quotes from multiple providers for each investment transaction, including certificates of deposit.

Soliciting Bids for CD's

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

**Internal
Controls**

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

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All investments made by a district shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds	"Bond proceeds" means the proceeds from the sale of bonds, notes, and other obligations issued by a district, and reserves and funds maintained by a district for debt service purposes.
Investment Pool	"Investment pool" means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.
Pooled Fund Group	"Pooled fund group" means an internally created fund of a district in which one or more institutional accounts of a district are invested.
Separately Invested Asset	"Separately invested asset" means an account or fund of a district that is not invested in a pooled fund group. <i>Gov't Code 2256.002(1), (6), (9), (12)</i>
Pledged Revenue	"Pledged revenue" means money pledged to the payment of or as security for: <ol style="list-style-type: none">1. Bonds or other indebtedness issued by a district;2. Obligations under a lease, installment sale, or other agreement of a district; or3. Certificates of participation in a debt or obligation described by item 1 or 2. <i>Gov't Code 2256.0208(a)</i>
Repurchase Agreement	"Repurchase agreement" means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement. <i>Gov't Code 2256.011(b)</i>
Hedging	"Hedging" means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering

into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov’t Code 2256.0207(a)

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

Written Policies

The board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the district’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the district;
3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;

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4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review The board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

Annual Audit A district shall perform a compliance audit of management controls on investments and adherence to the district's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment Strategies As an integral part of the investment policy, the board shall adopt a separate written investment strategy for each of the funds or group of funds under the board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the district;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

Investment Officer A district shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent

with the investment policy adopted by the board. If the board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting board's district. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the board retains the ultimate responsibility as fiduciaries of the assets of the district. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the district. Authority granted to a person to invest the district's funds is effective until rescinded by the district or until termination of the person's employment by a district, or for an investment management firm, until the expiration of the contract with the district. *Gov't Code 2256.005(f)*

A district or investment officer may use the district's employees or the services of a contractor of the district to aid the investment officer in the execution of the officer's duties under Government Code, Chapter 2256. *Gov't Code 2256.003(c)*

Investment Training Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*

Initial Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend at least one training session from an independent source approved by the board or a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

Ongoing The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a district shall attend an investment training session not less than once in a two-year period that begins on the first day of the district's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the board or by a designated investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a district if:

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1. The district does not invest district funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the district.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the district's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the district's written investment policy.

Gov't Code 2256.006

Personal Interest

A district investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the district shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's district shall file a statement disclosing that relationship. A required statement must be filed with the board and with the Texas Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

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1. The investment officer owns ten percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed ten percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the district on the date of the report;
2. Be prepared jointly and signed by all district investment officers;
3. Contain a summary statement of each pooled fund group that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the district for which each individual investment was acquired; and
7. State the compliance of the investment portfolio of the district as it relates to the investment strategy expressed in the district's investment policy and relevant provisions of the Public Funds Investment Act.

If a district invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the board by that auditor.

Gov't Code 2256.023

Selection of Broker

The board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district.

Gov't Code 2256.025

Bond Proceeds

The investment officer of a district may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The district's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

In the exercise of these powers, the board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the board by order, ordinance, or resolution. *Gov't Code 2256.003(b)*

The board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

Obligations of
Governmental
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;

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2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;
7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
 - a. The funds are invested through a broker with a main office or a branch office in this state that the district selects from a list the board or designated investment committee of the district adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the district selects;
 - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the district's account;
 - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - d. The district appoints as the district's custodian of the banking deposits issued for the district's account the de-

pository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

*Unauthorized
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than ten years; and
4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of
Deposit and Share
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the district.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

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1. The funds are invested by the district through a broker that has its main office or a branch office in this state and is selected from a list adopted by the district as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the district;
2. The broker or depository institution selected by the district arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the district;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The district appoints the depository institution selected by the district, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the district with respect to the certificates of deposit issued for the account of the district.

Gov't Code 2256.010(b)

The district's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the district or cash held by the district to be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or a third party selected and approved by the district; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a district under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a district.

Gov't Code 2256.011

Securities Lending
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;
2. A loan allows for termination at any time;
3. A loan is secured by:
 - a. Pledged securities described at Obligations of Governmental Entities, above;
 - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the district, held in the district's name, and deposited at the time the investment is made with the district or with a third party selected by or approved by the district; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

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Banker's
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the district with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
 - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
 - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds ten percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed
Investment
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the district and deposited with the district or with a third party selected and approved by the district.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The district must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The district must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;
4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a district.

Gov't Code 2256.015

Investment Pools

A district may invest its funds or funds under its control through an eligible investment pool if the board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a district, an investment pool must furnish to the investment officer or other authorized representative of the district an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A district by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)-(d)*

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Corporate Bonds

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A district is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A district subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The district investment officer, acting on behalf of the district, shall sell corporate bonds in which the district has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204

Hedging
Transactions

The board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts,

and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.
2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited
Investments

Except as provided by Government Code 2270 (prohibited investments), a district is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a district must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A district shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a district. The qualified representative of the business organization offering to engage in an investment transaction with a district shall execute a written instrument in a form acceptable to the district and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the district investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the district and the organization that are not authorized by the district's investment policy, except to the extent that this authorization:
 - a. Is dependent on an analysis of the makeup of the district's entire portfolio;
 - b. Requires an interpretation of subjective investment standards; or
 - c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a district may not acquire or otherwise obtain any authorized investment described in the district's investment policy from a business organization that has not delivered to the district the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the district of the responsibility for monitoring investments made by the district to determine that they are in compliance with the investment policy.

**Business
Organization**

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a district to invest or manage the district's investment portfolio that has accepted authority granted by the district under the contract to exercise investment discretion in regard to the district's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a district to provide college scholarships for district graduates may be invested by the board as provided in Property Code 117.004 (Uniform Prudent Investor Act),

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unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a district for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds
Transfer**

A district may use electronic means to transfer or invest all funds collected or controlled by the district. *Gov't Code 2256.051*

Investment Authority

The Superintendent and the business office accounting and finance director shall serve as the investment officers of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates, and other forms of financial institution deposits, as permitted by Government Code 2256.009(a) and 2256.010 that are properly insured or collateralized.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. No-load money market mutual funds whose investment objectives include a stable \$1.0000 net asset value as permitted by Government Code 2256.014.
5. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
6. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, maintain liquidity, and optimize financial returns within current market conditions in accordance with this policy.

Investments shall be made with the exercise of due care, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their own capital as well as the probable income to be derived.

The investment officers shall seek to act responsibly as custodians of the public trust. The investment officers shall avoid transactions that might impair public confidence in the District's ability to govern effectively.

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Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Training

Each investment officer shall attend investment training sessions from the following authorized independent sources:

- Texas Association of School Boards (“TASB”)
- Texas Association of School Administrators (“TASA”)
- Texas Association of School Business Officials (“TASBO”)
- Regional Education Service Center
- American Institute of Certified Public Accountants (“AICPA”)
- Texas Society of Certified Public Accountants (“TSCPA”)
- University of North Texas Center for Public Management
- Government Treasurer’s Organization of Texas (“GTOT”)
- Public Treasury Institute of North America

**Liquidity and
Maturity**

The maximum dollar weighted maturity and stated final maturity of District investments is outlined in Funds/Strategies (see below).

The District’s investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer, where appropriate.

**Monitoring Market
Prices**

The investment officers shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District’s investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds.

Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officers shall develop a procedure to monitor changes in investment ratings and shall take all prudent measures that are consistent with this policy to liquidate investments that do not maintain satisfactory ratings.

Portfolio Reporting

The investment officers shall prepare an investment report at least quarterly in compliance with the PFIA. This report shall be prepared in a manner that will allow the District to ascertain whether investment activities during the reporting period have conformed to this policy. The report shall be provided to the Board. Weighted average yield to maturity shall be the portfolio performance standard presented in the report.

In addition to the quarterly report, a comprehensive report on the investment program and activity shall be presented annually to the Board. The annual report may be a component of the fourth quarter report.

Funds / Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. Any approved investment instrument is suitable and provides acceptable marketability. The maximum dollar weighted maturity shall be 270 days and the maximum stated final maturity shall be two years. The appropriate yield target shall be the District's main public funds investment pool yield.

Agency Funds

Investment strategies for agency funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. Any approved investment instrument is suitable and provides acceptable marketability. The maximum stated final maturity shall be two years. The appropriate yield target shall be the District's main public funds investment pool yield.

Debt Service Funds

Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Any approved investment instrument is suitable and provides acceptable marketability. The maximum stated final maturity shall be the next debt service payment date not already funding by pending approved investment instruments. The appropriate yield target shall be the District's main public funds investment pool yield.

Capital Project Funds

Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Any approved investment instrument is suitable and provides acceptable marketability. The maximum stated final maturity shall be the lesser of the anticipated cash flow schedule and the applicable "temporary period" allowed by the IRS. Achieving a positive spread to the cost of borrowing is the desired objective, within the limits of this policy's risk constraints. The default yield target shall be the District's main public funds investment pool yield.

Safekeeping and Custody

All investment security and repurchase agreement transactions shall be settled on a delivery versus payment basis. The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

Collateral

The District shall comply with state law in the monitoring and management of pledged collateral. All instruments authorized in the Public Funds Collateral Act are eligible for pledge. Additionally, the District shall require a perfected security interest in compliance with federal and state regulations, including:

1. The agreement must be in writing;
2. The agreement must be executed by the depository and the

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3. District contemporaneously with the acquisition of the asset;
4. The agreement must be approved by the Board or designated committee of the depository and a copy of the meeting minutes must be delivered to the District; and
5. The agreement must be part of the depository's "official record" continuously since its execution.

Sellers of Investments

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Broker/dealer firms shall be approved by the Board initially, and annually thereafter, and shall meet selection criteria as determined by the investment officers.

Authorized broker/dealers include:

- [FHTN Financial](#)
- [Raymond James SAMCO Capital Markets](#)
- Wells Fargo Securities

Investment Providers

Prior to handling investments on behalf of the District, business organizations must submit written documents in accordance with law.

Competitive Environment

In order to get the best return on its investments, the District may solicit quotes from multiple providers for each investment transaction, including certificates of deposit.

Soliciting Bids for CD's

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

Interest Rate Risk

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

**Internal
Controls**

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

**RESOLUTION ADOPTING THE INVESTMENT POLICY
OF GROESBECK INDEPENDENT SCHOOL DISTRICT**

WHEREAS, Groesbeck Independent School District (the "District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees has convened on this date at a meeting open to the public and wishes to adopt an Investment Policy for the District, in the form attached hereto as Exhibit "A," pursuant to Chapter 2256, Texas Government Code as amended from time to time;

NOW THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THE GROESBECK INDEPENDENT SCHOOL DISTRICT THAT:

- Section 1: The Investment Policy, in the form attached hereto as Exhibit "A," is hereby adopted as the investment policy for the District.

- Section 2: The provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

November 16, 2020
Date

Board President

Board Secretary

(SEAL)

**XIV. DISCUSSION AND POSSIBLE ACTION ON REMOTE STUDENTS
RETURN TO SCHOOL**

230

TEA gives districts option to end online-only classes for struggling students

[Jacob Carpenter](#) and [Krista Torralva](#) Nov. 8, 2020 Updated: Nov. 8, 2020 4 a.m.

[Comments](#)

Texas public school districts have the authority to order students struggling in online-only classes to return to campuses or un-enroll, according to new guidance released Thursday by the Texas Education Agency.

Some Texas students falling behind in online-only classes soon could face a mandate from their public school districts: return to campus, or find somewhere else to learn.

Faced with widespread reports of students failing and missing classes, the Texas Education Agency issued guidance Thursday that allows school districts to stop offering virtual instruction to individual students with poor grades or attendance.

Several San Antonio-area districts have considered such a move, but previous TEA guidance didn't allow them to pick and choose which students to call back to campus. Cancelling online learning meant cancelling it for everybody.

Related Stories

Texas public school districts must offer in-person instruction to those families that want it. Many also offer online instruction. The share of students attending virtual classes varies by district, typically ranging from one-third to three-quarters in and around San Antonio.

Under the new guidance, districts now can deny virtual instruction to children with an average grade of less than 70 in their classes or at least three unexcused absences in a grading period.

"It gives you new tools to support these students that are struggling academically, to get them into an instructional environment that will better support them and, hopefully, address some of the problems we're seeing," Texas Education Commissioner Mike Morath told superintendents on a conference call Thursday.

On ExpressNews.com: [As students drift, some rural school districts outside San Antonio are canceling remote learning](#)

Hondo Independent School District in Medina County west of San Antonio last month decided to eliminate its remote learning program in response to slipping grades and high absenteeism — 80 percent of the district's online learners missed five or more days of instruction.

Nearby Natalia ISD had planned to eliminate remote learning in phases, starting with students who had failing grades and recurring absences but abandoned that plan after several students tested positive for COVID-19 and the TEA updated its guidance on Oct. 15 to specify that individual students could not be compelled to return to campuses.

As of Friday, Natalia ISD Interim Superintendent Lana Collavo said the district has not changed its decision in light of the commissioner's new guidance. The topic is not on the trustees' Monday board meeting agenda.

Bandera ISD had also informed parents on Oct. 6 that any student learning remotely who didn't pass all classes on their Oct. 16 progress report would be required to return to campus, a plan thrown into doubt by the Oct. 15 state guidance. Bandera Superintendent Jerry Hollingsworth did not respond to questions about how the district's plans might be impacted by the latest rule change.

Under the new guidelines districts must notify parents and guardians at least two weeks in advance about their intention to stop offering virtual classes to a student. Families can appeal the decision by submitting medical documentation or seeking a "transition meeting" to discuss options.

However, the agency said, districts have final authority over whether to grant appeals.

"If the parent does not appeal or if, at the conclusion of the transition meeting, the (district) does not conclude with the parent that the student can be successful learning from home, the (district) may require the student to transition to on-campus learning," according to the TEA guidance.

From the outset of the pandemic, education leaders across Texas have reported large numbers of students missing assignments, not showing up for web-based classes and performing poorly on coursework. The full scale of the issue remains unclear, though early results are emerging.

In Dallas ISD, the state's second-largest district, officials reported this week that middle and high school attendance rates, which typically hover around 95 percent, are down by 10 percentage points so far this year. In addition, roughly 5 percent to 8 percent of secondary students have not participated in classwork for at least three consecutive days.

The lack of student engagement comes as math tests given this fall suggest 80 percent of Dallas students have fallen further behind or stagnated since the middle of 2019-2020. About half of the students did not make up ground in reading, district officials said.

"Our story is lining up with other districts in the state," said Derek Little, Dallas' deputy chief of academics.

Austin ISD officials reported last month that the percentage of students with a failing grade doubled this fall, from 8 percent last year to 16 percent this year, according to KVUE-TV. Abilene ISD Superintendent David Young said nearly half of online-only students failed at least one class in the first grading period, compared with 13 percent of those attending in-person classes, KTXS-TV reported.

"We know in talking to many of our neighboring districts, we do anticipate that as we disaggregate the data, we're going to see much higher failure rates than we have in the past in the first grading period," said Diana Sayavedra, deputy superintendent at Fort Bend ISD.

Districts are funded largely on the basis of the number of students who attend school each day, including virtual classes. TEA officials have guaranteed districts will not be penalized for the first 18 weeks of this school year if their enrollment is down amid the pandemic. Beyond that initial period, districts will face a reduction in funding for each student who has left, unless the TEA changes that rule.

Districts that refuse to offer online-only classes to struggling students also risk harming children forced to find a different — and potentially worse — educational setting.

State data show about 190 districts had 95 percent or more of their students attending in-person classes as of late September. All of those districts enrolled fewer than 5,000 students, and all but three reported fewer than 1,000 students.

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EDUCATION

TEA allows school districts to remove students from remote learning

This year has been a learning curve, so the Texas Education Agency said it is time to make adjustments to help everyone succeed.

Author: Almiya White (KBMT)

Published: 11:09 PM CST November 6, 2020

Updated: 11:10 PM CST November 6, 2020

BEAUMONT, Texas — The Texas Education Agency decided to take steps to reach students who are falling behind.

This has been a challenging year as students, teachers and parents navigate online learning. Here is why some kids may be forced to go back to campus.

"I'll tell you that this has been a year like none other," Beaumont ISD Superintendent Dr. Shannon Allen said.

With virtual learning, students and teachers traded desks and blackboards for kitchen tables and laptops.

"When we don't have them present and physically in front of us, those have been some of the challenges that we're working through right now," Allen said.

Now the TEA is allowing school districts to remove students from remote learning if they are struggling academically. If a student has a class average of 70 or below or three or more unexcused absences, school districts now have the option to require they attend on-campus, in-person learning.

Educators will have to go through a process if they think this is the best option for their students. First, they have to submit proof and meet one or both requirements. Parents must be notified at least two weeks prior to bringing the student back to campus and must agree to change their child's learning environment.

Allen said she knows about the struggles of online learning.

"We haven't seen our students since March, so it is natural for us to determine that many of our students will be struggling academically," she said.

Parents said they are seeing these struggles first hand.

One mom posted, "I have four kids and virtual learning is difficult for my children."

Allen said she wants to remind parents they will get through this time together.

"All of our students are important to us, and we want to share that they're receiving the best possible education they can," she said.

The TEA also said parents can choose to transition their child to on-campus learning at any time.

As students drift, some rural school districts outside San Antonio are canceling remote learning

[Krista Torralva](#) and [Andres Picon](#), San Antonio Express-News Oct. 21, 2020 Updated: Oct. 22, 2020 6:11 p.m.

Students walk into Boerne Middle School North after exiting a bus on the first day of school in Boerne on Aug. 12. High percentages of students have returned to classrooms there. Some rural districts, worried about absenteeism, are canceling online learning options.

Rural school districts outside San Antonio are eliminating remote instruction after staggering numbers of virtual learners skipped classes and got failing grades.

At some campuses in [Hondo Independent School District](#), 80 percent of remote learners missed five or more days of instruction, Superintendent A'Lann Truelock said.

And there's a correlation between absences and poor grades — as of Friday, the end of the first six weeks of the school year, 63 percent of remote learners were failing at least one class, she said.

“If this learning gap continues, we’ll have years of having to remediate kids that, through no fault of their own, lost a significant portion of their education, and I don’t want that for the children in Texas,” Truelock said.

On Oct. 6, [Bandera ISD](#) informed parents that any student learning remotely who didn’t pass all classes on their progress report on Oct. 16 would be required to return to campus.

It is not clear, however, if the Texas Education Agency will allow the district to be selective about who gets ordered to return to classrooms.

“Discontinuing remote instruction in a way that only targets struggling students is not permitted,” according to [TEA guidance](#) that was updated Oct. 15.

Districts can stop remote learning altogether, and must give parents at least a 14-day notice of it. Parents can enroll their kids in other school districts that accept transfer students and offer remote learning.

Responding to an uptick in coronavirus cases in their district and to the changing TEA guidance, [Natalia ISD](#) officials twice modified an Oct. 12 school board decision to discontinue remote learning in phases.

It had planned to direct students with failing grades and recurring absences to return to campus Oct. 19 and discontinue remote learning for everyone else beginning Nov. 2. But with several students and one staff member testing positive, Natalia ISD postponed the initial back-to-campus mandate, then abandoned the plan entirely.

“At this time, (the district) has not canceled remote instruction for any student and has not developed a new timeline or new plan for bringing students back to school,” said Interim Superintendent Lana Collavo via email Wednesday.

The TEA allows even districts that cancel remote learning to still offer it to students who have extenuating circumstances, such as personal health concerns or at-risk family members. And any district can revert to remote learning in case of an outbreak in coronavirus cases.

Karnes City ISD shut down all five of its campuses last week after several staff members tested positive. But administrators simply canceled Thursday and Friday's classes rather than switching to online learning while the schools were disinfected.

Classes and extracurricular activities started up again on Monday. Then on Wednesday, the district announced that another staff member had tested positive, but did not shut down any campuses.

Texas school systems receive state funding based on their average daily attendance. If any of their virtual students withdraw or transfer to other districts because remote programs are nixed, the funding they generated would go elsewhere, as well.

Districts are already facing declines in enrollment. Hondo ISD has about 1,770 students, down from 1,880 last year, Truelock said.

"I'm always worried about a significant loss of funding. But you juxtapose that worry with the amount of money that it's going to take to remediate 25 percent of your student body when they come back to school," she said.

Truelock said a lot of her students were struggling with internet connectivity, despite school and community efforts. School buses were dispersed across the district with hot spots and local businesses and a fire department provided their internet to students who set up close by.

Just three weeks ago, Hondo ISD received hot spots under a TEA program but is still waiting for computers, Truelock said.

The superintendent is also seeing more students take on full-time jobs. They're juggling 8-hour work days on top of classes, which is "tough to sustain," she said.

Bexar County school districts haven't seen problems with online instruction severe enough to force students back to campuses, at least not yet. They are seeing more absenteeism compared to pre-pandemic years, but officials at several districts said they were unable to readily differentiate the numbers or rates of absences between their online and on-campus learners.

That is partially due to difficulty knowing if a remote learner is present or not, some school district officials said. Asynchronous learners — who do not attend videoconference classes in real time — can log on any time of day or night., so teachers have to go back in time to check when students were completing their work.

"It's quite a bit of checks and balances," said Melissa Casey, assistant superintendent of curriculum and instruction at Harlandale ISD. About 24 percent of all kids in Harlandale have missed five or more days.

Officials at Somerset ISD discussed the possibility of eliminating virtual instruction to curb absences, but Superintendent Saul Hinojosa said that is unlikely to happen this year.

“We have had those conversations, but to end online learning just wouldn't be in our best interest,” he said. “You've got to look at all the different pros and cons. The cons, in my opinion, outnumber the pros.”

Without online learning in place, there would be no backup if a school had to shut down because of a virus outbreak, and the resulting absences would affect state funding, Hinojosa said.

But the district is [offering students and staff weekly coronavirus testing](#), which makes its campuses “the safest place you could be, other than in your own home,” he said. Issues with attendance, especially among high schoolers, have prompted calls to some parents to encourage them to allow their kids to return to school, Hinojosa said.

East Central ISD, which like Somerset includes rural areas, is not considering turning off remote learning.

“It's not even on the table,” spokesman Brandon Oliver said.

With about three quarters of students learning remotely, San Antonio ISD officials said they're averaging 90 percent attendance among all students.

The attendance rate among all students in Southside ISD is about 94 percent, a figure that has improved since September, when the district had 270 students skipping classes. A combination of phone calls to families and house visits with a truancy officer has helped recover about 230 of those students, said Randy Escamilla, district spokesman.

In North East ISD, San Antonio's second-largest school district, administrators have been more concerned with online students' engagement than with their attendance, said spokeswoman Aubrey Chancellor.

“Just because they are logging in doesn't mean they are completing assignments,” she said.

Attendance among remote students this year has been about the same, if not better, than the district's overall attendance rate in a pre-pandemic year, but there has been a 9 percent increase in the student failure rate.

“We know that virtual learning is not working for some students,” Chancellor said. “Some of our students are thriving, and others are very school-dependent. They need that structure.”

NEISD administrators have been reaching out to the parents of virtual learners who are failing and urging them to consider switching their children to on-campus instruction, but the district has committed to offering an online option for the remainder of the school year, Chancellor said.

Several Texas school [districts started canceling remote learning](#) options as early as September. In weekly phone calls with Mike Morath, the state's education commissioner, some district leaders have cited weak participation as one reason they were considering it.

Staff writer Shelby Webb contributed to this report. Krista Torralva covers several school districts and public universities in the San Antonio and Bexar County area. To read more from Krista, [become a subscriber](#). Krista.Torralva@express-news.net | Twitter: [@KMTorralva](#)

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Attendance and Enrollment FAQ: Section Topics

If a student receiving remote instruction is struggling academically, with attendance, or in any other way, can a district require the individual student to come on campus? *Updated November 5, 2020*

Given certain parent concerns about the health and safety of their family during the COVID-19 crisis, LEAs who choose to offer remote instruction consistent with the requirements and exceptions of this document, including the exceptions listed in the preceding question, must ensure those families have access to remote instruction unless the LEA determines that the student's attendance and/or academic performance in one or more classes puts them at significant risk of severe learning loss, as outlined in the criteria below. In these cases, the LEA must provide notice to the student's parents, provide opportunity for appeal for medical or other reasons, and hold a meeting (which can be virtual) if required by the appeal. If an LEA follows these steps fully, they may ultimately discontinue remote learning as an option for a student while continuing it for other students.

1. If an LEA wishes to discontinue remote instruction for individual students (as opposed to for all students, or for particular grade spans of students), the LEA must submit an attestation to TEA.
2. An LEA can identify students to be discontinued for remote instruction if one or both of the following are true in any class:
 - Student has a class average of 70 or below (or the equivalent)
 - Student has 3 or more unexcused absences in a grading period

LEAs can decide on criteria that include one or both of the above, and may make the thresholds more lenient (e.g., only identify students who have a class average of 65 or below, or only those who have 4 or more unexcused absences). However, the LEA must apply the criteria consistently for all students in a particular grade.

3. LEAs must notify parents at least 2 weeks prior to requiring the student to come on campus, with language consistent with that provided by the TEA sample.
4. Parents may agree to change their child's learning environment to on-campus, or may appeal in one of two ways:

- Submitting a medical exemption. LEAs must provide an opportunity for parents to email this exemption request to the district or campus, along with medical authorization.
- Requesting a transition meeting. If the parent requests a transition meeting, the LEA must schedule the meeting with no less than 3 days notice, and must allow the student to continue to learn remotely until the meeting has been held.

5. If the parent does not appeal or if, at the conclusion of the transition meeting, the LEA does not conclude with the parent that the student can be successful learning from home, the LEA may require the student to transition to on-campus learning.

As a reminder, parents can choose for their students to transition to on-campus instruction at any time (subject to a local restriction, if implemented, to align with grading periods, as described elsewhere in this document).

When students are struggling academically in the remote setting, teachers and principals should talk to families about their options before making any remote instruction setting change. Certainly, health and safety of the student and their family should remain the primary consideration. Assuming those considerations are addressed, there are a few issues that should be considered when discussing with families the educational benefit for a student to return to campus. First, with a few exceptions, TEC, §25.092, requires students to attend at least 90% of the course in order to obtain credit. This applies to individual course subjects at the secondary level, and to all grade levels at the primary level. Students who cannot meet this requirement while enrolled in public school may be required to repeat the grade and/or subject the following year. Second, truancy laws still apply to students enrolled in public school but who are not attending (either remotely or in person), although school systems have flexibility in their approach to truancy enforcement. Third, course grades may still be an issue. Semester grades are issued based on local policy, but in the event local policy supports it, students who ultimately fail to earn a passing grade for a course (or an entire grade level) could be required to repeat the course (or grade level).

Groesbeck I.S.D.
Procedures for the Return to On-Campus Instruction

1. Grades and attendance will be reviewed at the end of each three-week progress reporting period.
2. Criteria for determining return to on-campus instruction:
 - a. Students with 3 or more unexcused absences will be identified to transition to on-campus learning.
 - b. Students in grades PK-6 who have an average below 70 in one core class or any two classes will be identified to transition to on-campus learning.
 - c. Students in grades 7-12 who have an average below 70 in two or more classes will be identified to transition to on-campus learning.
3. Parents will receive written notification of transition to on-campus learning and appeal procedures via email or U.S. mail.
4. Appeal conferences will be held as needed.
5. Students will transition to on-campus learning. The transition will include creation of an on-campus schedule, support to complete any missing assignments, and assessment of learning needs and gaps.
6. Students will return to on-campus instruction.

Review	Notification	Transition/Appeal Conferences	Return
Nov. 9-13, 2020	Nov. 17-19, 2020	Dec. 7-17, 2020	Jan. 6, 2021
Jan. 25-26, 2021	Jan. 27-29, 2021	Jan. 25-Feb. 5, 2021	Feb. 8, 2021
Feb. 16-17, 2021	Feb. 18-19, 2021	Feb. 22-March 5, 2021	March 8, 2021
March 29-30, 2021	March 31-Apr 1, 2021	April 5-16, 2021	April 19, 2021

Transition and return dates are scheduled to cause minimal disruption and maximize student learning time.

Students with a completed Medical Certification for Covid-19 High Risk Exemption will be allowed to continue asynchronous, remote learning.

This procedural plan for the Groesbeck Independent School District will not discriminate on the basis of socio-economic status, race, color, creed, religion, gender, gender expression, age, national origin, disability, or sexual orientation in the educational programs or activities which it operates.

Groesbeck ISD
Documentation of Need to Return to On-Campus Learning

Student: **[Insert name]**

Campus: **[Insert campus]**

Parent/Guardian: **[Insert name]**

Student ID: **[Insert student id]**

Date of Notification: **[Insert date]**

Appeal requested: Yes No

Indicate Method of Contact

<input type="checkbox"/>	Home visit	Name of person contacted: Name of person making contact:
<input type="checkbox"/>	Email	Attach copy of email read receipt
<input type="checkbox"/>	Phone call	Name of person called Name of person making contact
<input type="checkbox"/>	Letter	Attach copy of receipt

Date of Appeal Meeting: **[Insert date]**

Indicate the type of appeal requested:

<input type="checkbox"/>	Medical Exemption (please review the following questions)
<input type="checkbox"/>	Was medical exemption form provided?
<input type="checkbox"/>	Has parent and campus determined an academic plan to support the student in improving their academic performance? <i>(please indicate the plan in the box below)</i>

<input type="checkbox"/>	Transition Meeting (please review the following information)
<input type="checkbox"/>	Parent appealed decision due to :
<input type="checkbox"/>	Academic performance in courses where student has earned a 70 or below.
<input type="checkbox"/>	School attendance rate
<input type="checkbox"/>	Academic performance on district assessments

Committee Decision

<input type="checkbox"/>	Parent appeal is granted.
<input type="checkbox"/>	Parent appeal is denied. Student should return to on-campus learning on January 5, 2020.

 Parent/ Guardian Signature

 Campus Administrator Signature

[Insert date]

Dear Parents of **[Insert name]**:

Based on your child's attendance and/or academic performance in a remote instruction setting, Groesbeck ISD is recommending cancellation of remote instruction and return to on-campus instruction for your child.

As part of our goal to ensure an effective learning environment for your child, we have evaluated attendance and/or grade level results of your child's performance in remote learning, based on the following criteria:

- Student has a class average of 70 or below in the following classes: **[insert course names]**
- Student has 3 or more unexcused absences. **[insert dates of absences]**

Beginning on **[Insert date 2 weeks or more from date of this letter]** your child will be required to return to in-person learning. If you have questions or concerns regarding this placement, please contact your child's campus at your earliest convenience at **[insert phone number]**.

If you disagree with remote learning cancellation, you may appeal this decision in one of two ways:

1. **Submitting a medical exemption**, which you can find attached to this communication, or you can download it here (**LINK**). This exemption requires health care provider certification that your child or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control. You can submit this appeal via email to **[insert email]**.
2. **Requesting a transition meeting**. If you request a transition meeting (which can be held virtually), Groesbeck ISD will contact you to schedule a transition meeting, including your student's teacher in **[insert course above]**. The meeting will occur no sooner than 3 days after you request it, and your child may continue to learn remotely until the meeting has been held.

If you have questions about this notice, please contact **[insert email]**.

Sincerely,

[Insert name of campus principal]

[Insert name of campus]



Medical Certification for COVID-19 High Risk Exemption

Student name:	Campus:
---------------	---------

Return to in- person instruction medical certification exemption:

Should a student be identified to return to in-person instruction, but the student or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control, a medical certification form will need to be completed.

This form will need to be presented at the appeal meeting or emailed to the campus administration to claim the high-risk exemption for COVID-19.

Individual at Higher Risk: Individuals at higher risk for severe illness from COVID-19 are those individuals with certain underlying health conditions as designated by the CDC, which provides as follows:

Those individuals who are at higher risk of severe illness, as designated by the Centers for Disease Control (CDC), are those with conditions such as asthma, chronic lung disease, compromised immune systems (including from smoking, cancer treatment, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, or use of corticosteroids or other immune weakening medications), diabetes, serious heart disease (including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and hypertension), chronic kidney disease undergoing dialysis, liver disease, or severe obesity.

To be completed by the Health Care Provider

Health Care Provider's Name: _____

Health Care Provider's Address: _____

Type of practice / Medical specialty: _____

Telephone: _____ Fax: _____

1. Does the named student have an underlying medical condition deemed to be high risk for severe illness from COVID-19 as determined by the CDC and listed above? Yes No
2. If yes, please provide the medical diagnosis of the underlying condition (as identified by the CDC) for this student.

Signature of Health Care Provider

Date



ATTESTATION FOR TERMINATING REMOTE LEARNING FOR INDIVIDUAL STUDENTS

SECTION I: Information

Districts have several options available to help in determining a Student Learning Environment (SLE) for students. The student expectations of engagement should be designed to be equitable between learning models to minimize loss of learning, support all students, and display an ease of transition. However, when students are struggling, the need for interventions or a change in learning environments may be necessary. In districts that offer remote learning, a district can meet with parents/guardians in collaboration with administration and teachers to choose the student learning environment, a parent can request for the student to be moved to in-person learning, or a district can cancel remote learning for the student with the requirement to notify parents of the cancellation decision along with an outlined appeal process.

Parent notification to cancel remote learning by the school district should be sent to the parents to notify the change of placement, outline the district procedure for removal and provide a notice of the right to appeal the decision. Indeed, the health and safety of the student and their family should remain the primary consideration. If a medical certification is provided, attesting the student or individual within the same household has a high-risk medical condition, as outlined by the CDC, an appeal should be granted to continue remote learning.

Please note remote instruction may be required for individual students if those students' individualized education programs (IEPs) or Americans with Disabilities Act accommodations require remote instruction. (For more information about considerations for students receiving special services, please see the SY 20-21 Special Education FAQ on the [TEA COVID-19 Support and Guidance site](#).) Schools must also ensure compliance with all relevant laws and regulations regarding equitable access for all students.

SECTION II: On-Campus Instruction Requirements

Does the district have a published procedure for canceling remote learning for individual students?

Prior to discontinuing remote learning, does district procedure allow a meeting with parents for a change in the learning environment?

Does district procedure offer an appeal process for a district-initiated cancellation of remote learning?

Does district procedure allow students to remain remote if a medical certification is presented verifying a health issue of the student or individual within the household?

Does the district procedure allow for a two-week transition grace period for return to in-person learning?

Does the district procedure ensure equitable practices for the cancellation of remote learning for individual students?

SECTION III: Signature

District Name	Superintendent Name

Date	Superintendent Signature

I, the superintendent of schools, attest that the district will comply with the requirements of attestation for terminating remote learning for individual students.

XV. DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS

A. Minutes of Previous Board Meeting

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Regular Board Meeting
MINUTES
10/19/2020
6:00 p.m.

(NOTE: Due to health and safety concerns related to Coronavirus COVID-19, this meeting was conducted by videoconference and telephone call through ZOOM: Online Meeting and Telephone Software.)

Present: Tom Sutton, Bridgett Jackson-Tatum, Angela Crane, Aslone Foy, Ronnie Ferguson, Tiffany Burleson, Jud Hughes

Others: Dr. James Cowley, Teresa Battrick, Dr. Diana Freeman, Dayne Duncan, Beth Westhoff, Cindy Ensminger, Jennifer Paul, Harold Cowley, Karen Bednar, Kelley Young, Kenna Moody, Kevin Hutchison, Mika Morgan, Staci Kirk, Mychal Masters, Octavis McGruder, Jackie Ancelet, Kim Carter.

Tom Sutton read information for the telephone and videoconference meeting being held under suspended Open Meetings Act laws in response to Coronavirus (COVID-19).

Tom Sutton called the meeting to order at 6:08 p.m.

There were no public comments.

Dr. Bonnie Bomar, Principal; Staci Kirk, Assistant Principal; Kenna Moody, Principal; Beth Westhoff, Principal; Kelley Young, Assistant Principal; Kimberly Carter, Principal; and Cindy Ensminger, Assistant Principal were recognized in Celebrating Principals Month in October.

Recognized for Bus Safety Week, October 19-23, 2020 were Rt. 3 - Nikki Roman; Rt. 4 - Gloria Robinson and Melinda West; Rt. 5 - Judy Lofton and Amanda Miller; Rt. 8 - Nichelle Isiah; Rt. 9 - James Davidson; Rt. 10 - Colleen Williams; Rt. 11 - Janie Harlan; Rt. 12 - Deborah Black; Rt. 13 - Debbie Masters; Rt. 14 - Debbie Minchew; Rt. 15 - Karen Bednar; Rt. 16 - Tump Laird; Rt. 17 - Rhonda Lewis; Rt. 18 - Samantha West; Rt. 20 - Melissa Menzel; Rt. 21 - Sherri Lewis; Rt. 22 - Kathy Sellers; Rt. 22 - Tiffany Dehass; Rt. 23 - Secilia DeLira; Dayne Duncan, Transportation Director; Michael Milnes, Transportation Assistant; and Bobbi Yarbrough, Mechanic Coordinator. There are also fifteen support drivers consisting of coaches, sponsors, administration, and substitutes.

District Information: Mychal Masters gave a COVID-19 update including as a school district tracking percentages of positives. Gave update on County and hospital information. Jud Hughes asked about flu season. Flu clinic will be set up next Wednesday on each campus. Dr. James Cowley stated that as far as cleaning and the extra cleaning due to COVID, this will help with the flu. We are using electrostatic guns and GermBlast. Dr. James Cowley presented student enrollment at 1516. Remote is 13.5% district wide. We are down 107 students from last year at 1613. Board training announcement has been extended until January 31, 2021. Dr. Cowley mentioned that

Kevin Hutchison has put some of the district's surplused items on the Lone Star Auction site. Discussed OdysseyWare for remote students for the year. Amount is \$27,000. License is for 99 seats at high school they use with credit recovery. We have 82 students on remote. Tiffany Burleson asked if we expected an uptick on students going remote after football is over. Staci Kirk doesn't feel there will be a lot. Dr. Cowley stated that we use this program for middle school and high school in the spring. We are using this program for students in Fast Track, credit recovery, STAAR remediation class, and DAEP. Dr. Diana Freeman stated that we have had several students being successful and we've used this program for three years. This was included in the budget. This is an annual renewal for \$27,000. Discussed number of students in the programs and teachers have been trained in OdysseyWare. Motion by Angela Crane, second by Jud Hughes to approve OdysseyWare at \$27,000. All voting for by show of hand, with a verbal "I'm fine with that" from Aslone Foy. Motion carried unanimously. Tiffany Burleson stated that she would like to see statistics.

There were no nominations made for the Falls County Appraisal District Board of Directors.

Dr. James Cowley discussed the selection, delivery, procurement, and job order contracting for the Culinary Arts Building. This is to complete the kitchen area. Motion by Ronnie Ferguson, second by Bridgett Jackson-Tatum that we adopt and approve the resolution determining the delivery/procurement method for the Culinary Arts Renovation Project selecting Job Order Contracting as the delivery/procurement method for the Culinary Arts Building Project. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy and "I'm good" from Jud Hughes. Motion carried unanimously.

Discussion on the Culinary Arts Building \$250,000 to come from CTE funds on the Lockridge-Priest, Inc. bid, the bid does not include payment bond of 3%. Extra funds to come from utilities, fuel, could be additional CTE funds but will finalize with Lockridge-Priest. Motion by Ronnie Ferguson, second by Angela Crane that we adopt and approve the resolution selecting Lockridge-Priest, Inc. as the Job Order Contractor for the Culinary Arts Renovation Project and delegating authority to the Superintendent. All voting for by show of hand, with a verbal "That's good" from Aslone Foy. Motion carried unanimously.

Motion by Tiffany Burleson, second by Ronnie Ferguson that we adopt and approve the resolution determining the prevailing wage rate for the Culinary Arts Renovation Project. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Consent Agenda: Tiffany Burleson asked about budget and Dr. Cowley stated that we are getting paid hold harmless numbers through TEA. Tiffany Burleson also asked about the instruction through special education. Dr. Cowley stated that special ed is already working with the Texas Work Force and the school to industry connect would fit into this. Motion by Tiffany Burleson, second by Ronnie Ferguson to approve the consent agenda as presented. All voting for by show of hand, with a verbal "I'm good with it, Tom" from Aslone Foy. Motion carried unanimously.

The board entered into Executive Session at 7:35 p.m.

Reconvened: 8:23 p.m.

Motion by Tiffany Burlison, second by Aslone Foy to approve personnel recommendations as presented. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

There were no board member comments, reports, and discussion.

Motion by Tiffany Burlison, second by Ronnie Ferguson to adjourn. All voting for by show of hand, with a verbal "I'm good" from Aslone Foy. Motion carried unanimously.

Adjourned: 8:33 p.m.

Tom Sutton, Board President

Jud Hughes, Secretary

November 16, 2020
Date Approved

Board Report
 Recap Comparison of Revenue to Budget
 Groesbeck ISD
 As of October

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
199 / 1 GENERAL FUND	17,340,777.00	-646,521.72	-1,315,015.96	16,025,761.04	7.58%
211 / 0 TITLE I PART A	37,627.44	.00	-192,740.59	-155,113.15	512.23%
211 / 1 TITLE I, PART A	485,204.00	.00	.00	485,204.00	.00%
224 / 0 IDEA B	47,469.88	.00	-55,253.25	-7,783.37	116.40%
224 / 1 IDEA - PART B, FORMULA	346,237.00	.00	.00	346,237.00	.00%
225 / 0 IDEA B PRESCHOOL	1,359.00	.00	.00	1,359.00	.00%
225 / 1 IDEA - PART B, PRESCHOOL	7,205.00	.00	.00	7,205.00	.00%
240 / 1 FOOD SERVICE	899,571.00	-67,489.56	-76,367.45	823,203.55	8.49%
244 / 0 Perkins	835.00	.00	.00	835.00	.00%
244 / 1 CAREER & TECHNICAL	20,167.00	.00	.00	20,167.00	.00%
255 / 0 TITLE II	3,566.79	.00	-20,203.60	-16,636.81	566.44%
255 / 1 TITLE II, PART A	68,063.00	.00	.00	68,063.00	.00%
265 / 0 ACE	25,805.02	.00	.00	25,805.02	.00%
265 / 1 TITLE IV, PART B	100,000.00	.00	.00	100,000.00	.00%
266 / 1 ESSER GRANT	70,211.00	.00	.00	70,211.00	.00%
270 / 0 TITLE VI	2,851.53	.00	-10,453.59	-7,602.06	366.60%
276 / 0 INSTRUCTIONAL CONTINUITY	7,650.00	.00	.00	7,650.00	.00%
289 / 0 TITLE IV	12,068.91	.00	-10,148.34	1,920.57	84.09%
289 / 1 FEDERALLY FUNDED	32,085.00	.00	.00	32,085.00	.00%
410 / 1 TEXTBOOK	8,158.55	-34,626.66	-34,626.66	-26,468.11	424.42%
429 / 0 Safety	813.00	.00	-49,749.00	-48,936.00	6119.19%
511 / 1 DEBT SERVICE	3,250,337.00	-19,801.57	-19,801.57	3,230,535.43	.61%
829 / 1 TRUST & AGENCY FUND	.00	-34.37	-69.71	-69.71	.00%
863 / 1 PAYROLL CLEARING	.00	-243.59	-576.66	-576.66	.00%
Total 5000 Revenues	22,205,101.12	-768,717.47	-1,785,006.38	20,420,094.74	8.04%
Total 7000 Revenues	562,961.00	.00	.00	562,961.00	.00%
Total Revenues	22,768,062.12	-768,717.47	-1,785,006.38	20,983,055.74	8.04%

Board Report
Recap Comparison of Expenditures and Encumbrances to Budget
Groesbeck ISD
As of October

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 1 GENERAL FUND	-17,641,659.72	872,183.78	3,450,375.65	1,629,159.06	-13,319,100.29	19.56%
211 / 0 TITLE I PART A	-37,627.44	.00	.00	.00	-37,627.44	-.00%
211 / 1 TITLE I, PART A	-485,204.00	.00	87,852.57	44,188.96	-397,351.43	18.11%
224 / 0 IDEA B	-47,469.88	1,375.24	24,892.45	5,799.95	-21,202.19	52.44%
224 / 1 IDEA - PART B, FORMULA	-346,237.00	1,170.56	42,813.76	10,602.52	-302,252.68	12.37%
225 / 0 IDEA B PRESCHOOL	-1,359.00	.00	.00	.00	-1,359.00	-.00%
225 / 1 IDEA - PART B, PRESCHOOL	-7,205.00	.00	.00	.00	-7,205.00	-.00%
240 / 1 FOOD SERVICE	-899,571.00	70,646.75	139,842.32	95,954.86	-689,081.93	15.55%
244 / 0 Perkins	-835.00	.00	835.00	835.00	.00	100.00%
244 / 1 CAREER & TECHNICAL	-20,167.00	.00	7,765.00	7,765.00	-12,402.00	38.50%
255 / 0 TITLE II	-3,566.79	.00	.00	.00	-3,566.79	-.00%
255 / 1 TITLE II, PART A	-68,063.00	5,426.00	31,630.30	.00	-31,006.70	46.47%
265 / 0 ACE	-25,805.02	371.80	3,334.77	1,680.93	-22,098.45	12.92%
265 / 1 TITLE IV, PART B	-100,000.00	.00	6,157.97	5,068.11	-93,842.03	6.16%
266 / 1 ESSER GRANT	-70,211.00	70,126.66	.00	.00	-84.34	-.00%
270 / 0 TITLE VI	-2,851.53	.00	168.74	168.74	-2,682.79	5.92%
276 / 0 INSTRUCTIONAL CONTINUITY	-7,650.00	.00	.00	.00	-7,650.00	-.00%
289 / 0 TITLE IV	-12,068.91	.00	.00	.00	-12,068.91	-.00%
289 / 1 FEDERALLY FUNDED	-32,085.00	.00	.00	.00	-32,085.00	-.00%
410 / 1 TEXTBOOK	-8,158.55	8,141.00	.00	.00	-17.55	-.00%
429 / 0 Safety	-813.00	.00	.00	.00	-813.00	-.00%
461 / 1 CAMPUS ACTIVITY	.00	.00	.00	.00	.00	.00%
511 / 1 DEBT SERVICE	-3,250,337.00	.00	.00	.00	-3,250,337.00	-.00%
619 / 1 CAPITAL PROJECTS	-839,172.97	.00	811,064.92	811,064.92	-28,108.05	96.65%
829 / 1 TRUST & AGENCY FUND	.00	.00	-500.00	-500.00	-500.00	.00%
Total 6000 Expenditures	-23,745,156.81	1,029,441.79	4,606,233.45	2,611,788.05	-18,109,481.57	19.40%
Total 8000 Expenditures	-162,961.00	.00	.00	.00	-162,961.00	-.00%
Total Expenditures	-23,908,117.81	1,029,441.79	4,606,233.45	2,611,788.05	-18,272,442.57	19.40%

End of Report

GROESBECK INDEPENDENT SCHOOL DISTRICT

**RESOLUTION APPROVING INDEPENDENT SOURCES OF INSTRUCTIONS
RELATING TO THE INVESTMENT RESPONSIBILITIES**

WHEREAS, Section 2256.008 (a) Texas Government Code, as amended, requires the treasurer, chief financial officer if the treasurer is not the chief financial officer, and investment officer of a local government to attend an investment training session not less than once in a two-year period and received not less than eight hours of instruction relating to investment responsibilities from an independent source approved by the governing body of the local government or a designated investment committee advising the investment officer, as provided in the investment policy of the local government:

WHEREAS, the Texas Association of School boards ("TASB"), the Texas association of School Administrators ("TASA"), the Texas Association of School Business Officials ("TASBO"), Region TASB Affiliates and Government Treasurers' Organization of Texas ("GTOT"), provide investment training Sessions relating to investment responsibilities: and

WHEREAS, the governing body of this Local government wishes to approve TASB, TASA, TASBO, Region TASBO Affiliates and ("GTOT"), as independent sources of instruction to provide investment training sessions required by Section 2256.008 (a):

NOW THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THIS LOCAL GOVERNMENT AS FOLLOWS:

Section 1: Approval of Independent Sources of Instruction. TASB, TASA, TASBO, Region Service Centers and GTOT are hereby approved as independent sources of instruction relating to investment responsibilities for the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of this local government, as required by Section 2256.008 (a), Texas Government Code, as amended.

Section 2: Public Meeting. It is hereby found, determined and declared that a sufficient written notice of the date time, place and subject of the meeting of the governing body of this local government at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public at the regular meeting place of the governing body for the time required by law preceding this meeting, as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The governing body further ratifies, approves and confirms such notice and the contents and posting thereof.

PASSED AND APPROVED this 16th day of November, 2020.

(Presiding Officer of Governing Body)

ATTEST:

(Secretary of Governing Body)

(SEAL)

D. School Health Advisory Council (SHAC) Report

E. Summer Nutrition Program Waiver

F. Staff Development Waiver

G. Approve a resolution declaring twenty-seven of the District's used school buses to be surplus property, authorizing the sale thereof, and delegating authority to the Superintendent to publish notice and solicit competitive bids to facilitate the sale and transfer of the surplus property to the bidder whose bid provides the best value to and is in the best interests of the Groesbeck Independent School District.

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**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
GROESBECK INDEPENDENT SCHOOL DISTRICT
AUTHORIZING THE SALE OF SURPLUS PROPERTY**

STATE OF TEXAS §
 §
COUNTY OF LIMESTONE §

WHEREAS, the Texas Education Code § 11.151 provides that title to District property is vested in the Board of Trustees, and the Trustees may, in any appropriate manner, dispose of property that is no longer necessary for the operation of the District; and

WHEREAS, the Groesbeck Independent School District (the “District”) owns property that is no longer necessary for the operation of the District and is therefore surplus property; and

WHEREAS, the property consists of twenty-seven used school buses, as listed specifically on Exhibit “A” attached hereto and incorporated fully herein (the “Surplus Property”); and

WHEREAS, the Surplus Property is no longer needed by or useful to the District and the proceeds from the sale of said Surplus Property would be of more use to the District than the Surplus Property itself; and

WHEREAS, a public purpose would be served by disposing of this Surplus Property by competitive bidding to find the deal that is in the best interest of the District.

NOW, THEREFORE, IT IS HEREBY RESOLVED, that the Board of Trustees of the Groesbeck Independent School District hereby determines that the Surplus Property is no longer necessary for District operations and authorizes the Superintendent of Schools to post notice of, receive sealed bids for, and select the bid that is in the best interest of the District regarding the sale and removal of the Surplus Property.

BE IT SO ORDERED, adopted this 16th day of November, 2020.

GROESBECK INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

By: _____

EXHIBIT "A"**LIST OF SURPLUS PROPERTY**

BUS # (Year)	VIN #	MILES	HOURS
1 SP-ED (2015)	4DRBUAAN4FB014456	67536	2830
2 SP-ED (2015)	4DRBUAANXFB014459	67769	2956
5 (2014)	4DRBUAAN5EB014397	80099	3355
6 (2014)	4DRBUAANXEB014380	81873	3415
7 (2014)	4DRBUAAN8EB014376	84602	3311
8 (2014)	4DRBUAAN4EB014388	87320	4059
9 (2014)	4DRBUAAN6EB014392	82083	3350
10 (2014)	4DRBUAAN9EB014385	78843	3366
12 (2014)	4DRBUAANXEB014377	83654	3448
13 (2014)	4DRBUAAN4EB014374	68169	3015
14 (2014)	4DRBUAAN5EB014383	83229	3597
15 (2014)	4DRBUAAN6EB014389	84167	3465
16 (2014)	4DRBUAAN3EB014382	72603	3526
17 (2014)	4DRBUAAN1EB014381	72189	3148
18 (2014)	4DRBUAAN6EB014375	81412	4107
19 (2014)	4DRBUAAN7EB014384	75517	3735
20 (2014)	4DRBUAAN1EB014395	83225	3988
21 (2014)	4DRBUAAN2EB014390	82110	3509
22 (2014)	4DRBUAAN7EB014398	75821	3683
23 (2014)	4DRBUAAN1EB014378	84682	3582
24 (2014)	4DRBUAAN2EB014387	73480	3036
25 (2014)	4DRBUAAN3EB014379	81719	3545
26 (2014)	4DRBUAAN3EB014396	83003	3742
27 (2014)	4DRBUAANXEB014394	80266	3340
28 (2014)	4DRBUAAN0EB014386	82338	3526
29 (2014)	4DRBUAAN4EB014391	73455	3356
30 (2014)	4DRBUAAN8EB014393	80938	3814

XVI. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION

XVII. ADJOURNMENT