

# **Agenda of Regular Meeting**

## **The Board of Trustees Groesbeck ISD**

---

A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held October 18, 2021, beginning at 6:00 PM in the Groesbeck High School Conference Room  
1202 North Ellis  
P. O. Box 559  
Groesbeck, TX 76642-2111.

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. PLEDGE OF ALLEGIANCE**

### **III. PLEDGE TO THE TEXAS FLAG**

### **IV. REVIEW DISTRICT MISSION STATEMENT**

### **V. STUDENT RECOGNITION**

### **VI. STAFF RECOGNITION: Principals and Transportation**

**2**



STATE OF TEXAS  
OFFICE OF THE GOVERNOR

Principals hold one of the greatest responsibilities: shaping the education of the students of this state. Texas schoolchildren represent the future of our state and nation, and a rigorous and well-rounded education is essential as we look to build the Texas of tomorrow. A principal's commitment to excellence and dedication to improving the educational experience of their students is vital to the future success of the Lone Star State.

Through visionary leadership and tireless pursuit of success for each and every student, principals guide and support their schools in ways large and small every day. These educators help shape future generations by ensuring their students have access to a high-quality education in a safe and supportive environment. They also work collaboratively with our teachers to build high academic standards, set performance goals, and utilize the best practices in order to achieve these goals. By playing the different roles of leader, communicator, disciplinarian, budget analyst, policymaker, and so much more, principals are among the hardest working, yet often least recognized, individuals in education.

Each year, the month of October is dedicated to honoring principals and recognizing the essential role they play in ensuring a positive climate and culture for both students, faculty and staff. Texas would not be the same without their passion, unique perspective, and dedicated work in our education system.

At this time, I encourage all Texans to learn more about the many contributions and accomplishments of elementary, middle, and high school principals across our state. Principals carry a culture of excellence that is essential in education and ensures Texas' future will be better and brighter for all.

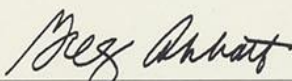
Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 2021 to be

## Principals Month



in Texas, and urge the appropriate recognition whereof.

In official recognition whereof, I hereby affix my signature this the 22<sup>nd</sup> day of September, 2021.

  
Governor of Texas

**VII. PUBLIC COMMENT (Agenda/Non-Agenda Items)**

**VIII. DISCUSSION AND POSSIBLE ACTION ON GROESBECK MIDDLE SCHOOL ROOFING PROJECT**

**IX. DISTRICT INFORMATION**

**X. PRESENTATION ON 2021-2022 NWEA MAP (MEASURES OF ACADEMIC PROGRESS) TEST DATA** 4

# **NWEA MAP Data**

## **Fall 2021**

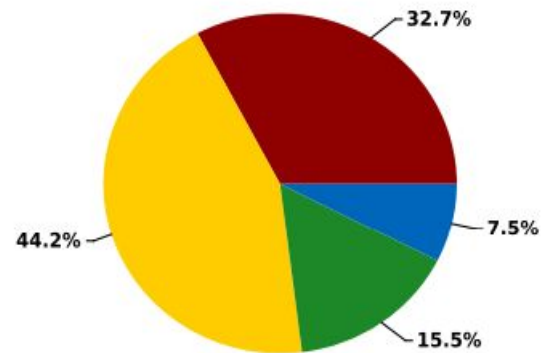


# HOW Math

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	115	41	35.7%	53	46.1%	15	13.0%	6	5.2%
3	111	33	29.7%	47	42.3%	20	18.0%	11	9.9%
<b>Total</b>	<b>226</b>	<b>74</b>	<b>32.7%</b>	<b>100</b>	<b>44.2%</b>	<b>35</b>	<b>15.5%</b>	<b>17</b>	<b>7.5%</b>

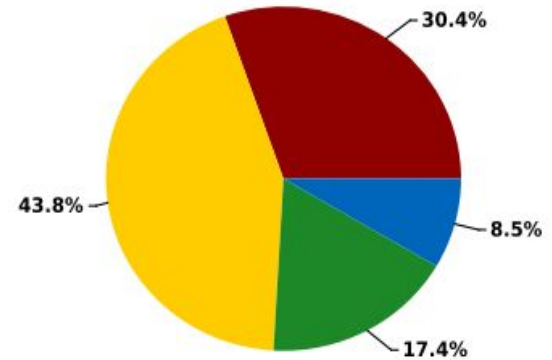


# HOW Reading

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	114	41	36.0%	53	46.5%	15	13.2%	5	4.4%
3	110	27	24.5%	45	40.9%	24	21.8%	14	12.7%
<b>Total</b>	<b>224</b>	<b>68</b>	<b>30.4%</b>	<b>98</b>	<b>43.8%</b>	<b>39</b>	<b>17.4%</b>	<b>19</b>	<b>8.5%</b>

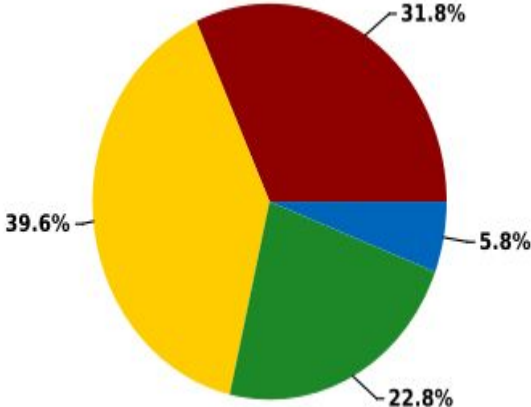


# EWIS Math

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
4	114	33	28.9%	43	37.7%	28	24.6%	10	8.8%
5	110	35	31.8%	45	40.9%	25	22.7%	5	4.5%
6	122	42	34.4%	49	40.2%	26	21.3%	5	4.1%
<b>Total</b>	<b>346</b>	<b>110</b>	<b>31.8%</b>	<b>137</b>	<b>39.6%</b>	<b>79</b>	<b>22.8%</b>	<b>20</b>	<b>5.8%</b>

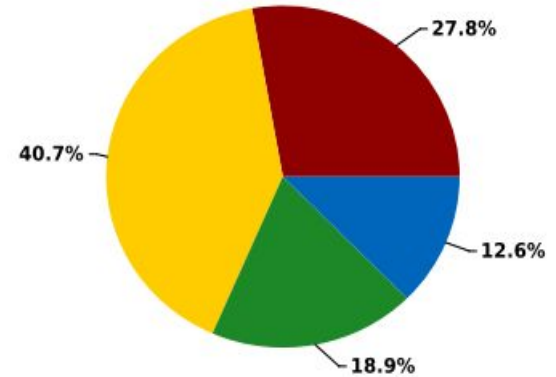


# EWIS Reading

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
4	115	27	23.5%	47	40.9%	19	16.5%	22	19.1%
5	111	37	33.3%	39	35.1%	24	21.6%	11	9.9%
6	123	33	26.8%	56	45.5%	23	18.7%	11	8.9%
<b>Total</b>	<b>349</b>	<b>97</b>	<b>27.8%</b>	<b>142</b>	<b>40.7%</b>	<b>66</b>	<b>18.9%</b>	<b>44</b>	<b>12.6%</b>

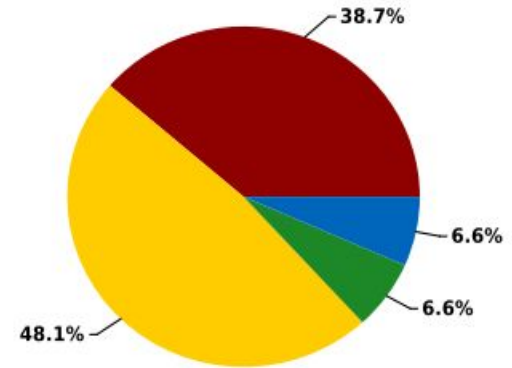


# EWIS Science

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	106	41	38.7%	51	48.1%	7	6.6%	7	6.6%
<b>Total</b>	106	41	38.7%	51	48.1%	7	6.6%	7	6.6%

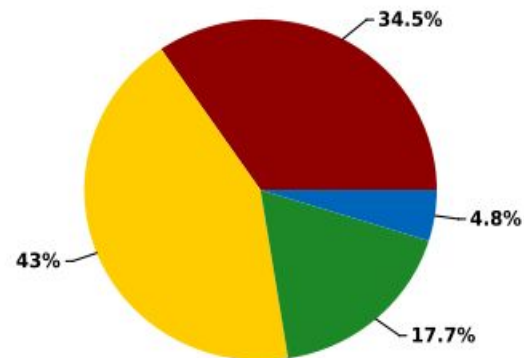


# GMS Math

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
7	122	49	40.2%	48	39.3%	19	15.6%	6	4.9%
8	127	37	29.1%	59	46.5%	25	19.7%	6	4.7%
<b>Total</b>	<b>249</b>	<b>86</b>	<b>34.5%</b>	<b>107</b>	<b>43.0%</b>	<b>44</b>	<b>17.7%</b>	<b>12</b>	<b>4.8%</b>

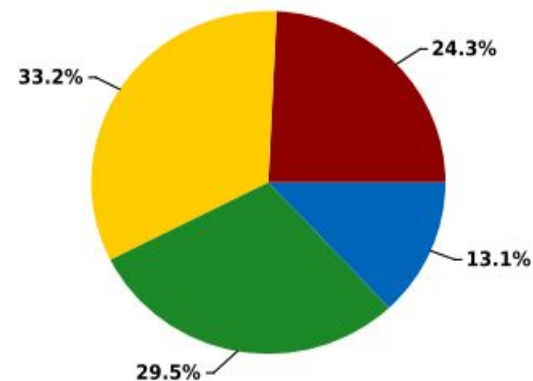


# GMS Reading

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
7	140	43	30.7%	41	29.3%	42	30.0%	14	10.0%
8	128	22	17.2%	48	37.5%	37	28.9%	21	16.4%
<b>Total</b>	<b>268</b>	<b>65</b>	<b>24.3%</b>	<b>89</b>	<b>33.2%</b>	<b>79</b>	<b>29.5%</b>	<b>35</b>	<b>13.1%</b>

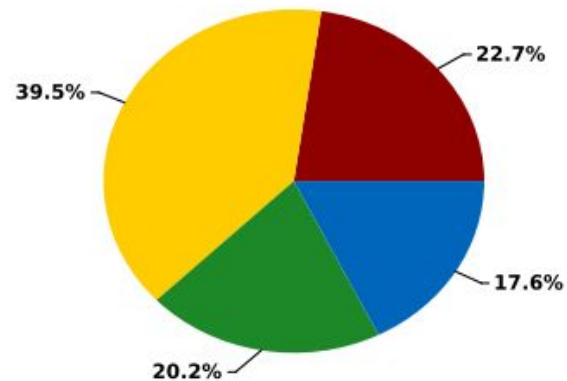


# GMS Science

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	119	27	22.7%	47	39.5%	24	20.2%	21	17.6%
<b>Total</b>	119	27	22.7%	47	39.5%	24	20.2%	21	17.6%



**XI. PRESENTATION AND POSSIBLE ACTION ON 2021-2022 DISTRICT IMPROVEMENT PLAN (DIP) AND CAMPUS IMPROVEMENT PLANS (CIPs)**

A. District Improvement Plan

14

# **Groesbeck Independent School District District Improvement Plan**

## **2021-2022**



# 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.

## Motto

*Every Kid a Winner!*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
District Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: All students exceeding state and federal performance standards	14
Goal 2: Supportive parents and community members proactively involved in the education of our students	18
Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment	19
Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students	22
District Improvement & Planning Committee	25
District Funding Summary	26
Addendums	27

# 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 1567 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

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 2021.

STAAR and EOC exams were given in spring 2021 but due to being declared a state of Disaster, accountability rating were not awarded. Students were given the option of receiving remote instruction for the 2020-2021 school year, which created a disruption in the delivery of instruction. 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 MAP assessments for reading, math, and Science. 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
---------------------	---------	--------------	---------	-----------

#### MAPS Growth Mathematics

Grade Level	% Lo	% Lo-Avg	% Avg	% Hi-Avg	% Hi
-------------	------	----------	-------	----------	------

#### MAP Reading Fluency

Percentage

0	1	2	3	4	5
Below	Approach	Meets	Exceeds		

Grade Level	Phonological Awareness	Phonics/Word Recognition
1	Listening Comprehension	Picture Vocabulary.

**MAP Reading Fluency**

Phonological  
Awareness  
Phonics/Word  
Recognition  
<sup>2</sup>Listening  
Comprehension  
Picture  
Vocabulary.

Phonological  
Awareness  
Phonics/Word  
Recognition  
<sup>3</sup>Listening  
Comprehension  
Picture  
Vocabulary.

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.

	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
<b>ELAR</b>												
Approaches	57	35	51	64	64	48	30	40	16	57	58	55
							19					

	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
<b>ELAR</b>												
Meets	33	14	27	40	35	25	4	13	10	22	33	32
Masters	12	5	7	17	0	7	2	6	3	9	12	12
<b>Math</b>												
Approaches	59	36	56	66	37	51	48	58	27	71	60	55
Meets	28	8	25	33	11	21	10	17	10	24	28	23
Masters	9	1	7	12	0	7	2	5	1	10	10	7
<b>Writing</b>												
Approaches	49	24	40	59	57	36	27	45	10	29	53	35
Meets	19	4	13	26	0	9	7	15	10	0	22	7
Masters	3	0	1	4	0	1	0	0	3	0	3	0
<b>Science</b>												
Approaches	65	51	62	69	78	58	53	58	25	56	64	70
Meets	33	9	27	43	44	27	5	21	8	11	32	37
Masters	12	2	9	15	11	10	5	13	0	0	10	18
<b>Social Studies</b>												
Approaches	73	58	67	79	60	65	36	46	29	0	74	71
Meets	47	37	31	57	40	37	0	8	8	0	46	52
Masters	24	5	13	33	0	17	0	8	0	0	23	26

Groesbeck ISD has a 4-year graduation rate of 98%.

Academic Achievement	Growth Status	Graduation Rate Status	English Language Proficiency Status	Student Success Status	School Quality Status
----------------------	---------------	------------------------	-------------------------------------	------------------------	-----------------------

Total Met  
Total Evaluated

## **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 within Groesbeck ISD has changed. The Assistant Superintendent retired and three new positions were created to fulfill the role; Director of Instructional Services, Director of Student Services and Director of Administrative Services. **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. We have launched an online application component this year. The Board of Trustees has increased the salaries for all hourly employees.

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. Each Pre-Kindergarten and Kindergarten class has a paraprofessional.

**Information Management/PEIMS:** TxEIS, the Student Information System Groesbeck ISD uses for both student and business information management, underwent changes and became Ascender. The transition from TxEIS to Ascender went smoothly.

**Professional Practices:** Professional Development is planned in consultation with the Superintendent, Director of Instruction, Campus Administrators, and Teachers. The 2021-2022 school calendar contains two teacher comp-days. Staff were able to participate in in-person, online, and electronic professional development. 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 TEPSA/TASSP will be available for staff. Additionally, grade level teams will meet regularly and district administrators will lead professional development throughout the year. The district calendar was created to offer teachers and staff an opportunity to collaborate weekly. 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 2021.

## Programs and Opportunities for Students:

It was is once again necessary for Groesbeck ISD to create 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 ISD has had numerous changes in curriculum. Amplify through THL (Texas Home Learning) will be the new reading/language arts curriculum for grades 6-8 and O'Dell (THL) for 9-12. Additionally, our math curriculum will be Eureka for grades k-5 and Carnegie grades 6-8. The PHD Science curriculum will be used by K-4. Campus administrators monitor the teachers use of required curriculum through lesson plans and classroom observations. Teachers in K-5 will continue to use the Collaborative Literacy program adopted last year. Teachers in the remaining subjects will be required to follow the TEKS Resource System non-negotiables. 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. A district-wide Intervention Coordinator 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. We are working with Lead4ward to train a core group of teachers and administrators to serve as a resource to provide assistance with targeted intervention strategies and procedures. 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 chrome books in the classroom. Internet Hot-spots are also available for students to check out and use at home.

### **District Processes & Programs Strengths**

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

Newly adopted curriculum.

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 10%. **Root Cause:** Instruction does not consistently meet the level of rigor defined in TEKS.

# Perceptions

## Perceptions Summary

Groesbeck ISD has a 4-year graduation rate of 98%.

The staff turnover rate for 2021 was less than that of the prior year. Administrators expressed difficulty in finding certified and qualified candidates for the positions that were open.

Groesbeck counselors will follow the new guidelines provided by the state in regard to direct service to students. GISD partnered with the Communities in Schools program and will provide a liaison on each campus.

Groesbeck ISD has moved to eNotes by Gabbart as a communication method for the 2021-2022 school year. Gabbart eNotes provides the capability of sending text messages, emails, or voice calls to specific groups.

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 2:** The average percentage of students scoring at the masters grade level is below 10%.

**Root Cause 2:** Instruction does not consistently meet the level of rigor defined in TEKS.

**Problem Statement 2 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**

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- State-developed online interim assessments

## **Student Data: Behavior and Other Indicators**

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





# 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 be at least 20%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Score Reports  
Eduphoria Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each campus principal will report progress of special education students to the Board of Trustees .</p> <p><b>Strategy's Expected Result/Impact:</b> At least 20% of Special education students will score at the meets level on STAAR by 4%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize TEKS Resource System components consistently including the Year-at-a-Glance, the Instructional Focus Document, and the Performance Assessments for Social Studies across all grade levels., Middle School Science and High School Math and Science.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of special education students scoring at the meets grade level will be at least 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> TEKS Resource System, TExGuide - General Fund - 410 11 6239 00 999 011 000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will utilize the reading/language arts curriculum Collaborative Literacy: grades K-5, THL Amplify :grades 6-8 and THL O' Dell :grades 9-12.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of special education students scoring at the meets grade level will be at least 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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 Social Studies across all grade levels. Middle School Science, High School Math and Science. Reading/Language Arts curriculum: Collaborative Literacy- grades K-5, Amplify -grades 6-8 and O'Dell -grades 9-12. Math curriculum: Eureka Math-grades K-5, Carnegie Math-grades 6-8. Science curriculum: PHD Science-grades K-4.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students who score meets grade level will increase by at least 4%.  <b>Staff Responsible for Monitoring:</b> Principals and Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Results Driven Accountability</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> GISD will standardize the electronic instructional resources used: Education Galaxy for grades 1-8 and Odyssey-ware for grades 9-12.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of all students and each special population of students scoring at the meets level on STAAR will increase by at least 4%.  <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Results Driven Accountability</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> GISD will use NWEA_MAP Growth and Reading Fluency, TxKEA, and/or CIRCLE assessments to inform instruction and measure student growth for students in grades PreK - 12.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in achievement.  <b>Staff Responsible for Monitoring:</b> Principals, Assistant principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Results Driven Accountability</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Accelerated instruction will be provided for students who failed to perform satisfactorily on any grade 3 through 8 STAAR assessment or any end of course (EOC) assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve learning targets.  <b>Staff Responsible for Monitoring:</b> Principals, Intervention Co-coordinator</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A newly appointed Intervention Coordinator will oversee the district intervention team and align district RtI documentation and services.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Coordinator, Director of Special Programs, Principals, Instructional Interventionists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Results Driven Accountability</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Master schedules will reflect time for accelerated instruction/ intervention and teachers assigned to specific tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - Results Driven Accountability</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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 Data Board, Data Room or Data Notebooks and will be used to target instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - Results Driven Accountability</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The District will use state compensatory funding, Rural Low Income funding, Title I and Esser funding to support at-risk students through tutorials, STAAR prep and SUCCESS classes, inclusion aides, and content mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the STAAR tests will show student growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Special Programs, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Results Driven Accountability</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implementation of Education Galaxy's Lift Off as an individualized instructional tool and data driven progress monitoring component.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75%of the STAAR tests will show student growth or maintenance of Masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Intervention Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** All students exceeding state and federal performance standards

**Performance Objective 4:** At least 20 students will earn an industry recognized certification.





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> GISD will align CTE courses with the TEA released Programs of Study. <b>Strategy's Expected Result/Impact:</b> The number of students who earn an industry recognized certificate will increase. <b>Staff Responsible for Monitoring:</b> GHS Counselors, Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> GHS will increase the number of certifications available to students to include ServSafe, MOS Specialist, and in future years CNA. <b>Strategy's Expected Result/Impact:</b> The number of students who earn an industry recognized certificate will increase. <b>Staff Responsible for Monitoring:</b> Principal, Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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  
 Gabbarts eNotes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> GISD contracts with Gabbarts eNotes to provide coordinated communication services. <b>Strategy's Expected Result/Impact:</b> Regular communication will be provided to stakeholders. <b>Staff Responsible for Monitoring:</b> Principals, Director of Technology, Superintendent	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> District and campus staff will use electronic platforms such as LMS systems Google Classroom and Schoology; in addition to, websites and social media to distribute information to stakeholders. <b>Strategy's Expected Result/Impact:</b> Regular communication will be provided to stake holders. <b>Staff Responsible for Monitoring:</b> Superintendent, Administrative Assistant, Principals	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students, parents and guardians will have access to the parent portal on Ascender, which will provide updates on student attendance and grades. <b>Strategy's Expected Result/Impact:</b> Regular communication will be provided to stakeholders. <b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers <b>Title I Schoolwide Elements:</b> 3.1	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The District will send groups of teachers and administrators to the following professional conferences; lead4ward TASSP TEPSA other as identified</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will attend quality professional development. <b>Staff Responsible for Monitoring:</b> Director of Instruction, Principals <b>Title I Schoolwide Elements:</b> 2.6 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - Title II</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The District will participate in Region 12 cooperative offerings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will attend quality professional development. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Instruction <b>Title I Schoolwide Elements:</b> 2.6 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - Title II</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> GISD will contract with Ruth Meggs to provide support and training to principals and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will receive quality professional development <b>Staff Responsible for Monitoring:</b> Director of Instruction <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Principals and Assistant Principals will conduct at least 5 classroom walkthroughs each week. <b>Strategy's Expected Result/Impact:</b> Campus administrators will conduct classroom walkthroughs. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Instruction	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> District and campus administrators will meet monthly to participate in group walkthroughs. <b>Strategy's Expected Result/Impact:</b> District and campus administrators will conduct classroom walkthroughs. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Instruction	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> GISD will partner with the non-profit organization "Heart of Texas Communities in Schools" to provide one staff member per campus. This staff member will provide critical resources to students in the areas of basic needs (food, clothing, medical) , mental health and academic assistance. <b>Strategy's Expected Result/Impact:</b> At-risk student's needs will be met. <b>Staff Responsible for Monitoring:</b> Principals, CIS (Communities in Schools) employee <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Esser Funds - General Fund	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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:** Retain current employees

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> GISD will provide a monetary incentive to those returning for the 2021-2022 school year.  <b>Strategy's Expected Result/Impact:</b> Retention of employees  <b>Funding Sources:</b> Esser Funds - General Fund</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The district will evaluate and update the Emergency Operations Plan. <b>Strategy's Expected Result/Impact:</b> The District will have a current Emergency Operations Plan. <b>Staff Responsible for Monitoring:</b> Superintendent, District Safety Coordinator	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Each campus will complete regular safety drills. <b>Strategy's Expected Result/Impact:</b> Each campus will conduct regular safety drills. <b>Staff Responsible for Monitoring:</b> District Safety Coordinator, Principals, Assistant Principals	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All classrooms will be provided with an emergency backpack including; stop the bleed kits, flashlights and other emergency supplies. <b>Strategy's Expected Result/Impact:</b> Rapid response to an emergency. <b>Staff Responsible for Monitoring:</b> Director of Students Services, Assistant Principals	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Custodial and transportation staff will use Victory Backpack Electric Sprayer and Victory Cordless Handheld Electrostatic Sprayer to disinfect buildings and school vehicles.</p> <p><b>Strategy's Expected Result/Impact:</b> Facilities will be clean and safe for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Custodial Supervisor; Director of Maintenance</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Custodial staff will follow a cleaning schedule that includes cleaning high-traffic and frequently touched areas multiple times during each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Facilities will be clean and safe for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Custodial Supervisor, Director of Maintenance</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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:** The district will provide modern and updated technology, infrastructure, hardware and instructional programs for students and staff.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide 1:1 chrome books for all students and staff. <b>Strategy's Expected Result/Impact:</b> Accelerated Instruction, Tier 1 instructional support <b>Staff Responsible for Monitoring:</b> Director of Administrative Services <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> Esser Funds - General Fund	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus Personnel will be provided all-in-one desktops computers. <b>Strategy's Expected Result/Impact:</b> Increased instructional opportunities in the classroom.	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Classrooms will have the necessary hardware to aid in the delivery high quality instruction. <b>Strategy's Expected Result/Impact:</b> Increased instructional opportunities in the classroom	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# District Improvement & Planning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	James Cowley	Superintendent
District-level Professional	Cindy Ensminger	Director of Instruction
District-level Professional	Deana Rand	Director of Administrative Services
Classroom Teacher	Lesa Stone	Teacher
Classroom Teacher	Wendi Brightwell	Teacher
District-level Professional	Melody Sadler	Director of Special Programs
Classroom Teacher	Jill Arbor	Classroom Teacher
Classroom Teacher	Jeffery Bell	Classroom Teacher
Parent	Calie Whitaker	Parent
Business Representative	Craig Champion	Business Representative
Parent	Maria Brimm	Parent
Business Representative	Tonya Glass	Business Representative
Parent	Theresa Worsham	parent
Business Representative	Bryce Worsham	Business Representative
Classroom Teacher	Rebecca Reeves	Intervention Specialist

# 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
3	2	3	Esser Funds		\$0.00
3	3	1	Esser Funds		\$0.00
4	3	1	Esser Funds		\$0.00
<b>Sub-Total</b>					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$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](http://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](mailto: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](http://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](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 4<sup>th</sup> 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><b>What are the expectations for daily student interaction with academic content?</b></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 1398 1713 1503"> <tbody> <tr> <td data-bbox="478 1398 989 1438">Reading/Language Arts</td> <td data-bbox="999 1398 1367 1438">60 minutes</td> <td data-bbox="1377 1398 1713 1438">Asynchronous</td> </tr> <tr> <td data-bbox="478 1438 989 1471">Math</td> <td data-bbox="999 1438 1367 1471">60 minutes</td> <td data-bbox="1377 1438 1713 1471">Asynchronous</td> </tr> <tr> <td data-bbox="478 1471 989 1503">Science/Social Studies</td> <td data-bbox="999 1471 1367 1503">45 minutes</td> <td data-bbox="1377 1471 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								

ASYNCHRONOUS PLANNING DOCUMENT- FOR SUBMISSION PREPARATION ONLY

Physical Education, Music, Social-Emotional Learning	60 minutes	Asynchronous
Mastery/Community Builder Check-ins	30 minutes	Synchronous
Kindergarten – 3 <sup>rd</sup> 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 <sup>th</sup> – 6 <sup>th</sup> 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 <sup>th</sup> – 8 <sup>th</sup> 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 <sup>th</sup> – 12 <sup>th</sup> 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><b>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?</b></p>	<p>Teachers create lessons that are shared with remote students like they are shared with on-campus students.</p> <p><b>Pre-kindergarten – 3<sup>rd</sup> Grade</b>            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><b>4<sup>th</sup> – 6<sup>th</sup> Grades</b>            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><b>7<sup>th</sup> – 8<sup>th</sup> Grades</b>            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><b>9<sup>th</sup> – 12<sup>th</sup> Grades</b>            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>		

<p><b>What are the expectations for teacher/student interactions?</b></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 – 3<sup>rd</sup> 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>4<sup>th</sup> – 6<sup>th</sup> 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>7<sup>th</sup> - 12<sup>th</sup> 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><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></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>

	<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>
--	---

**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.

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

ASYNCHRONOUS PLANNING DOCUMENT- FOR SUBMISSION PREPARATION ONLY

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.

ASYNCHRONOUS PLANNING DOCUMENT- FOR SUBMISSION PREPARATION ONLY

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

ASYNCHRONOUS PLANNING DOCUMENT- FOR SUBMISSION PREPARATION ONLY

			<b>Curriculum Based Assessments</b>			
<b>Social Studies Instructional Materials</b>	PK	FrogStreet Press	<b>CIRCLE</b>	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	<b>Performance Assessments and Unit Assessments in TEKS Resource System, District created Curriculum Based Assessments</b>	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	<b>Performance Assessments and Unit Assessments in TEKS Resource System, District created Curriculum Based Assessments</b>	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
-----------	-------------

<p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b></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><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b></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><b>What is the expectation for daily student engagement?</b></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><b>What is the system for tracking daily student engagement?</b></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"> <li>• 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.</li> <li>• 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.</li> <li>• Data from a district approved learning management system indicating that the student engaged in instructional activity or in approved instructional resources.</li> </ul> <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><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></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><b>What is the system for tracking student academic progress?</b></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"> <li>CIRCLE Pre-K Assessment</li> <li>TxKEA (Kindergarten)</li> <li>MAPS Growth (Grades 1-3)</li> <li>MAPS Reading Fluency (Grades 1-2)</li> <li>Elementary School Students in Texas Algebra Ready (ESTAR)/Middle School Students in Texas Algebra Ready (MSTAR) (Grades 4-6)</li> <li>ThinkCERCA—reading leveling and writing assessments (grades 6-12)</li> <li>Education Galaxy/Lift Off (Grades K-6)</li> <li>TEA BOY Assessments (Grades 4-8)</li> <li>TEA Interim Assessments (Grades 4-8)</li> </ul> <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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Direct Teacher Contact—Parents can contact teachers directly through email or telephone to ask questions and receive information about their student’s progress.</li> </ul>

<p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></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>
-------------------------	-------------------------------	---



		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
<p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>	<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>

	<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><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></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><b>How will you communicate the expectations for asynchronous instruction to families?</b></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"> <li>• Groesbeck ISD Website and social media—Groesbeck will use these platforms to provide easily accessible announcements pertaining to all students.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Learning Management System (Schoolology)—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.</li> </ul>
<p><b>What are the expectations for family engagement/support of students?</b></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"> <li>• Champion the online classroom environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor and ensure students completion of daily asynchronous activities and assignments.</li> <li>• Monitor daily participation in scheduled learning activities, including intervention and tutorials</li> <li>• Support proper etiquette during online learning.</li> <li>• Maintain open communication with teachers.</li> </ul>
<p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></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"> <li>• Virtual ARD meetings and DocuSign capabilities</li> <li>• Parent training offered by the ARD Committee or Special Services Teacher per a child’s IEP</li> </ul>



# **Groesbeck Independent School District**

## **Groesbeck High School**

### **2021-2022 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!*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2021-2022 school year.	12
Goal 2: GHS will increase opportunities for a collaborative and supportive system that increases parent and community involvement in all aspects of GHS.	17
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.	21
Goal 4: Maintain our facilities and increase the efficacy of the building in meeting the current and projected educational needs of all students with an emphasis on safety and security.	23
Addendums	25

# Comprehensive Needs Assessment

Revised/Approved: October 8, 2021

## 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 429 students with 106 ninth graders, 121 tenth graders, 101 eleventh graders, and 101 twelfth graders. The average attendance rate is approximately 95%.

The student population is approximately 46.3% female and 53.6% male. The student population is 58% White; 27% Hispanic; 11% African American; 3% two or more races; 0.5% American Indian; 0.9% Asian. The majority of the students are considered Economically Disadvantaged (58.5%). English Language Learners comprise less than 2.5% of the student population and 13.5% of the students qualify for Special Education Services. 47% are considered At-Risk.

There are 57 members of the Faculty and Staff this year. There are 41 teachers, an Assistant Principal, 2 Counselors, 10 Paraprofessionals, 1 Administrative Assistant, 1 Attendance Clerk, and 1 Registrar 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.

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

### Demographics Strengths

Faculty demographic is relatively comparable to the student demographic. The majority of the staff has 15 plus years of experience in the profession. Of the 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 2021 Accountability shows as NOT RATED: Declared State of Disaster due to COVID-19. Distinctions were not awarded this year. GHS is still identified for targeted support and improvement in Academic Growth.

## Student Learning Strengths

## **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 to 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.

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

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

# Perceptions

## Perceptions Summary

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

We are working on enhancing parent communication through the use of 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 benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

Revised/Approved: October 11, 2021





**Goal 1:** Academic performance on all STAAR EOC exams will improve by 3% for the 2021-2022 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:** Significant progress made toward meeting Objective





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review and maintain consistency in the district RTI process.</p> <p><b>Strategy's Expected Result/Impact:</b> RTI will be aligned and enforced within GISD.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Special Education Teachers, Classroom Teachers, Principal, Assistant Principal, Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase as interventions become targeted/specific.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Master schedule will be designed to maximize support for student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic scheduling that allows for student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Student Data is updated and available in Eduphoria in the student profile. <b>Strategy's Expected Result/Impact:</b> Data is utilized to monitor and/or adjust instruction as needed. <b>Staff Responsible for Monitoring:</b> Success Teachers, Campus Administration, Teachers, Counselors <b>Comprehensive Support Strategy</b>	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Academic performance on all STAAR EOC exams will improve by 3% for the 2021-2022 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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will incorporate reading and writing across the curriculum to support the writing process; this includes the use of IXL for diagnostic and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> As students read and write more, skills will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy</b></p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** Academic performance on all STAAR EOC exams will improve by 3% for the 2021-2022 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will maintain a focus engaged in District processes with full administrative support: TEKS, Lead4Ward Field Guides; the use of ICEV curriculum for CTE courses; use of the Instructional Strategies Playlist from Lead4Ward; lesson plans that include objectives, instructional processes, performance assessments and Tier 2 plans for struggling learners will be posted in Eduphoria FORETHOUGHT, TEKS based daily objectives posted in classrooms, use of the Year-At-a-Glance (YAG) in TEKS Resource System.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize research-based instructional strategies, Lead4Ward tools; peer-to-peer coaching; teachers will grow as professionals, improve in their craft, and add to their expertise. Two Lead4Ward trained RTI teachers will share strategies at Friday PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** Academic performance on all STAAR EOC exams will improve by 3% for the 2021-2022 school year.

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





**Evaluation Data Sources:** Schedules, RTI Documentation, MAP data, CBA data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SUCCESS classes, credit recovery through Odysseyware, content mastery will be available for students; this will include the 30 hour requirement for HB4545 to support EOC exam success.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students will have increased academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Academic performance on all STAAR EOC exams will improve by 3% for the 2021-2022 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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve pedagogical practice to pinpoint deficit learning areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  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 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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Stakeholders will become actively vested in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> GHS will maintain partnerships with parents through communication and activities to which they are invited.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent participation will increase and they will become actively involved in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Better academic performance for all students; better teacher morale due to increased support from parents and community.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Reduce the incidents of bullying and cyber bullying. Resources will be easily accessible.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and counselors</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  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 4:** Student attendance rate for GHS will increase by 0.5%





**Evaluation Data Sources:** Student attendance reports and documentation.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campuses will work with parents and students to create Truancy Prevention Plans. <b>Strategy's Expected Result/Impact:</b> The students attendance rate will be at least 94.5% <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> GHS will enforce state attendance laws in regards to course credit and truancy. <b>Strategy's Expected Result/Impact:</b> The students attendance rate will be at least 94.5% <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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 the fall and in the Spring. <b>Strategy's Expected Result/Impact:</b> The students attendance rate will be at least 94.5% <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Faculty and Staff <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> GHS teachers will be trained in TEKS Resource System, Lead4ward, and Eduphoria. Best practices are consistently supported by faculty and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Training</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to review and support processes with teachers (TTESS, Forethought and TEKS Resource System). <b>Strategy's Expected Result/Impact:</b> Forethought, Aware, Unit assessments/CBA's, TEKS Resource System <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Maintain our facilities and increase the efficacy of the building in meeting the current and projected educational needs of all students with an emphasis on safety and security.

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration and committees that develop the plans.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative		
	Dec	Feb	May
 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 with an emphasis on safety and security.

**Performance Objective 2:** GHS will continue to execute and monitor 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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> GHS will continue routine cleaning responsibilities to assist the custodial crew in keeping the building disinfected. <b>Strategy's Expected Result/Impact:</b> Clean facilities, reduced incidences of COVID-19 spread. <b>Staff Responsible for Monitoring:</b> Administration and staff <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> GHS will increase number of monitored student entrance and exit points to reduce traffic flow in the hallways when entering and leaving the facility. <b>Strategy's Expected Result/Impact:</b> Reduced chances of spread of infection by minimizing points of contact. <b>Staff Responsible for Monitoring:</b> Administration and morning/afternoon duty crew.	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Addendums



**Groesbeck Independent School District**  
**Groesbeck Middle School**  
**2021-2022 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!*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: All students exceeding state and federal performance standards	15
Goal 2: Supportive parents and community members proactively involved in the education of our students	20
Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment	23
Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students	25
Campus Funding Summary	31
Addendums	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2020-2021:

Groesbeck Middle School is a seventh and eighth grade campus in which an average of 237 students were enrolled in the 2020-2021 school year. GMS had an average of 17 students identified as remote learners throughout the school year. Average attendance for the 2020-2021 school year was 94.32% which is significantly lower than pre-COVID 2019-2020 school year which was 96.1%. There was an average of 139 7th graders and 113 8th graders. Demographic data was as follows:

Ethnicity/Race distribution: White=118 students=51%; Hispanic=74 students=32%; African American=28 students=12%; Asian=1 student=0.43%, Two or More=9 students=3.91%

At-risk students=106 students=46%; Economically disadvantaged= 138 students=60%; LEP=11 students=4.78%; Homeless=4 students=1.74%

Special Program Participation Counts: SPED=28 students=12%; GT=35 students=15%; GT participation by E/R distribution= W=26 students=74%; H=7 students=20%, A=1 students=2.86%, 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 14 full, 8 shared, and 1 part time teachers, 4 instructional assistants, 1 principal, 1.5 counselor, 2 non-classroom staff; 1 ISS Aide, 1 Media/Library Aide, 1 full-time nurse, and 1 secretary. For the 2020-2021 school year.

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.

Students did not test in the 2019-2020 school year.

STAAR Performance for the 2020-2021 school year:

GMS Earned a Component Score of 35

On all assessments GMS Scored as follows:

Approaches: 59%

Meets: 33%

Masters: 14%

## 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.

## 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.

**Problem Statement 2:** Attendance dropped from 96.1% to 94.32% including remote learners. **Root Cause:** Students were absent for longer periods of time due to COVID-19 and quarantine due to COVID-19 exposure.

# 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 was 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

### 2018/2019-2020/2021 STAAR Data:

7th Math	State Approaches	GISD Approaches	State Meets	GISD Meets	State Masters	GISD Masters
7th Math STAAR 18/19	73%	74%	41%	29%	16%	9%
7th Math Interim STAAR 20/21		36%		7%		1%
7th Math STAAR 20/21	54%	31%*	25%	5%*	11%	0%*

\*29 7th graders took the 8th grade STAAR Math Test and their scores are averaged in 8th grade scores: 100% app, 72% met, 17% master

7th Reading	State Approaches	GISD Approaches	State Meets	GISD Meets	State Masters	GISD Masters
7th Reading STAAR 18/19	74%	73%	47%	51%	28%	25%
7th Reading Interim STAAR 20/21		61%		39%		22%
7th Reading STAAR 20/21	68%	58%	44%	37%	25%	19%

<b>7th Writing</b>	<b>State Approaches</b>	<b>GISD Approaches</b>	<b>State Meets</b>	<b>GISD Meets</b>	<b>State Masters</b>	<b>GISD Masters</b>
7th Writing STAAR 18/19	60%	74%	40%	37%	17%	15%
7th Writing Interim STAAR 20/21		N/A		N/A		N/A
7th Writing STAAR 20/21	61%	58%	31%	25%	9%	4%

<b>8th Math and 8th Algebra</b>	<b>State Approaches</b>	<b>GISD Approaches</b>	<b>State Meets</b>	<b>GISD Meets</b>	<b>State Masters</b>	<b>GISD Masters</b>
8th Math STAAR 18/19	34%	59%	3%	21%	0%	1%
8th Math Interim STAAR 20/21		55%		22%		2%
8th Math STAAR 20/21	60%	61%*	35%	36%*	10%	6%*
8th Algebra EOC 20/21	72%	96%	41%	65%	23%	58%

\*Includes 7th Grade Advanced Math scores (29 students), but doesn't include advanced Algebra EOC students

<b>8th Reading</b>	<b>State Approaches</b>	<b>GISD Approaches</b>	<b>State Meets</b>	<b>GISD Meets</b>	<b>State Masters</b>	<b>GISD Masters</b>
8th Reading STAAR 18/19	77%	70%	53%	45%	27%	15%
8th Reading Interim STAAR 20/21		71%		47%		26%
8th Reading STAAR 20/21	72%	64%	45%	43%	21%	22%

	<b>State Approaches</b>	<b>GISD Approaches</b>	<b>State Meets</b>	<b>GISD Meets</b>	<b>State Masters</b>	<b>GISD Masters</b>
8th Science STAAR 18/19	70%	67%	40%	22%	24%	14%
8th Science Interim STAAR 20/21		45%		23%		11%
8th Science STAAR 20/21	67%	53%	42%	29%	23%	16%

	<b>State Approaches</b>	<b>GISD Approaches</b>	<b>State Meets</b>	<b>GISD Meets</b>	<b>State Masters</b>	<b>GISD Masters</b>
8th Social Studies STAAR 18/19	67%	64%	35%	22%	20%	14%

	State Approaches	GISD Approaches	State Meets	GISD Meets	State Masters	GISD Masters
8th Social Studies Interim STAAR 20/21		46%		19%		10%
8th Social Studies STAAR 20/21	56%	60%	27%	31%	13%	13%

### Student Learning Strengths

CAMPUS COLLECTED BOY DATA FOR 2020-2021:

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

EOY STAAR Data indicated a minimal COVID slide and in most cases we were within 2-5% of state average if not above it with the exception of 7th grade math. However, if we would have counted our 7th graders that took the 8th grade STAAR assessment in the 7th grade data we would have been well with in range of 2018/2019 STAAR data.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Data indicated learning gaps in both math and reading particularly for our ECO DIS and students and African American populations. **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 2021-2022 school year, only two 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 48 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, Theater Arts 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, 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.

Due to changes in legislation HB4545: GMS will institute a mandatory class called Success Lab for students that failed both Math and Reading STAAR. Through Success Lab, a rotation of four teachers will pull students for small group intensive remediation. Students that failed only math or reading STAAR will receive intensive instruction remediation through 30 minute tutorial period built into the school day.

Staff meetings are held every Friday.

Curriculum Resources include:

- Lead4ward Framework and Instructional Strategies Playlist
- Nearpods
- Amplify
- Carnegie
- Texas Home Learning 3.0
- Schoology
- Go Math
- Education Galaxy
- ICEV

## 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. Creative scheduling, despite anticipating 45 additional students on campus, created sections for remediation in accordance with the mandates of HB4545.

## 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.

# 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 and remote learning. 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

# 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
- (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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- 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
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

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

# 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 7% and Masters GL by 3% specifically focusing on African American students in reading and all students in math.

**Targeted or ESF High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will use best practices in creating and implementing lesson plans that follow district and campus protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional minutes will be maximized to improve academic achievement specifically in the meets and masters categories.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, District Instructional Personnel, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Both teachers and students will continuously and routinely analyze assessment data including formal, informal, MAPs and unit assessments. Teachers will maintain, collect and organize data as per campus protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will work in partnership to minimize learning gaps more efficiently and ultimately increase academic achievement.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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, academic goal setting and concentration on connecting students</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement and teacher effectiveness.</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 1.5 staff members will be allocated for RTI in both math and reading. RTI groups will change as indicated by campus data. The master schedule will also create sections of HB4545 remediation as well as create a class for remediation called Success Lab.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement of all students through the RTI process.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Design and implement curriculum in accordance with HB4545 utilizing existing campus staff to create intensive, targeted intervention for students that failed one or more STAAR assessments in the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % passing of all students that participate in HB4545 intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, RTI staff</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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 7% and Masters GL by 3% on the Math STAAR including all special programs.

**Targeted or ESF High Priority**

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Math tutorial program to address all student needs. Groups will be pulled based on assessment data.  <b>Strategy's Expected Result/Impact:</b> Increase student achievement by targeting specific needs.  <b>Staff Responsible for Monitoring:</b> Principal                      Classroom Teachers                      Intervention  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support</b>  <b>Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math teachers will utilize daily warm-ups to spiral content that was not mastered during previous instruction.  <b>Strategy's Expected Result/Impact:</b> Improve student achievement.  <b>Staff Responsible for Monitoring:</b> Classroom Teachers  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support</b>  <b>Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** All students exceeding state and federal performance standards

**Performance Objective 3:** Attendance will increase by .7% from 94.3% to 95.0% to increase academic performance.

**Evaluation Data Sources:** Attendance Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students with exceptional attendance will be rewarded routinely.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance correlates to an increase in academic performance due to exposure too content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Classroom Teacher Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers Support Staff Counselors Students</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased attendance correlates to an increase in academic performance due to exposure too content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Classroom Teacher Attendance Clerk</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 5% on both Reading and Math STAAR

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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. Planning time will be scheduled within the school day to effectively include the instructional support staff in the planning process.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional support and data analysis will lead to increased academic performance for all special programs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase the academic achievement on STAAR. Service learning projects will benefit both the student and the community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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.

**Targeted or ESF High Priority**

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hold the following parental workshops to address current student needs:                      Title 1                      Bully Prevention                      Cyber Bullying                      Character Development                      Minimizing Test Anxiety                      Preparing for High School                      Transition to Middle School                      Mental Health Awareness                      Suicide Prevention</p> <p>Meetings may be replaced with informational handouts/posts with links for parents on GMS social media sites as well as the GMS website to accommodate parents needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in the education process and social emotional health and safety of their students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Counselor                      Classroom Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - General Fund</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Agendas and sign in sheets from meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - General Fund</p>	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create a communications team that can serve as the public relations team to promote the positive events and activities that occur on campus.            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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal            Communications Team            Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize student input to determine campus initiatives such as rewards and policies through surveys and focus groups.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal            Campus Teachers            Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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:** Ascender, Google Classroom, conferences, GMS web page, GMS social media pages, etc.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All staff will maintain communication logs and routinely communicate with parents regarding: student grades, behavior, attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance as well as increase attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**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

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

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide the following Planning Opportunities for staff to promote overall school improvement:</p> <ul style="list-style-type: none"> <li>A. Campus Improvement Planning</li> <li>B. Faculty Meetings</li> <li>C. District Improvement Planning</li> <li>D. Department Planning</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - General Fund</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to ensure a safe, orderly, and disciplined environment through review/revisions and implementation of the following:</p> <ul style="list-style-type: none"> <li>A. Consistent School-wide Expectations</li> <li>B. Student Code of Conduct</li> <li>C. Student Handbook</li> <li>D. Home/School compact</li> <li>E. Dress Code</li> <li>F. Processes, procedures and routines for lunch</li> <li>G. Cell Phone Policy</li> <li>H. Behavior Matrix</li> <li>I. Implement School-wide Expectations for behavior</li> <li>J. Implement a minor-incident reporting system</li> <li>K. Routinely call parents and document</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal            Classroom Teachers            Support Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b>            - <b>Additional Targeted Support Strategy</b> - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - General Fund</p>	Formative		
	Dec	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Staff and students will be monitored on a daily basis providing the needed resources and training to various situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Train staff on Emergency Operating Procedures and create Emergency Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide staff and facilities with needed information, posters and handouts. Train staff and students on what to do in certain situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Provide training through staff development and Eduhero.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide the following Title IV-Safe and Drug Free School and Communities programs and activities:</p> <p>A. Speakers            B. Canine Detection Services            C. Traffic Control            D. Awareness Bracelets</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Principal</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>



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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide the following Sexual Abuse program services:</p> <p>A. Increase parent awareness of issues regarding sexual abuse in children.</p> <p>B. Assistance for students who are victims of abuse.</p> <p>C. Counseling will be provided for victims of abuse.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide the following programs/activities to support overall increased attendance:</p> <p>A. Student awards for perfect attendance</p> <p>B. Teacher recognition for perfect attendance</p> <p>C. Monetary awards for student demonstrating perfect attendance for the year</p> <p>D. Grade level award activities to support attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance and academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Attendance Clerk</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize the Anti-Bullying Toolkit to address and prevent bullying.</p> <p>Proactively train students on how to report a bully.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

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

 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a Social and Emotional Curriculum to support students social and emotional growth.</p> <p>Guidance Lessons twice monthly                      Character development lessons weekly                      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><b>Strategy's Expected Result/Impact:</b> Students will feel safe at school and can focus on academic achievement. Anxiety and bullying will be prevented and addressed quickly and effectively.  <b>Staff Responsible for Monitoring:</b> Principal, counselor, teacher  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction                      - <b>Comprehensive Support Strategy</b></p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure all students and staff are properly trained on how to report a bully.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be able to help prevent or stop bullying.  <b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

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

**Performance Objective 4:** Continue to work collaboratively with maintenance and students to follow COVID-19 mitigation procedures.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide each classroom with the following:                      Additional hand sanitizer in each classroom and every hallway                      Cleaning products and paper towels</p> <p><b>Strategy's Expected Result/Impact:</b> Protect our staff and students while ensuring the learning environment is effective.</p> <p><b>Staff Responsible for Monitoring:</b> All staff and students</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

# 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	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

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

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		78	C
<b>Student Achievement</b>		74	C
<a href="#">STAAR Performance</a>	42	74	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		80	B
<a href="#">Academic Growth</a>	71	79	C
<a href="#">Relative Performance (Eco Dis: 69.5%)</a>	42	80	B
<a href="#">Closing the Gaps</a>	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
<b>Academic Achievement Status</b>																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	N	N	Y					Y		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					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
<b>Growth Status</b>																
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		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					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
<b>Graduation Rate Status ***</b>																
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																
<b>English Language Proficiency Status</b>																
Target										36%						
Target Met																
TELPAS Progress Rate										10%						
TELPAS Progress										1						
TELPAS Total										10						
Total Indicators																
<b>Student Success Status</b>																
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
<b>School Quality Status</b>																
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																
<b>Participation</b>																
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		

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

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		78	C
<b>Student Achievement</b>		74	C
<a href="#">STAAR Performance</a>	42	74	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		80	B
<a href="#">Academic Growth</a>	71	79	C
<a href="#">Relative Performance (Eco Dis: 69.5%)</a>	42	80	B
<a href="#">Closing the Gaps</a>	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

**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
<b>All Subjects</b>															
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
<b>ELA/Reading</b>															
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
<b>Mathematics</b>															
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
<b>Writing</b>															
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
<b>Science</b>															
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
<b>Social Studies</b>															
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
<b>Closing the Gaps Score</b>					<b>41</b>

**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
<b>Academic Achievement Status</b>																			
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					
<b>Total Indicators</b>															<b>3</b>	<b>16</b>	<b>19%</b>	<b>33.3%</b>	<b>6.3</b>
<b>Growth Status</b>																			
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					
<b>Total Indicators</b>															<b>10</b>	<b>14</b>	<b>71%</b>	<b>55.6%</b>	<b>39.5</b>
<b>Graduation Rate Status</b>																			
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a					
Target Met																			
<b>Total Indicators</b>																			
<b>English Language Proficiency Status</b>																			
ELP Target										42%									
Target Met																			
<b>Total Indicators</b>																			
<b>Student Success Status</b>																			
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					
<b>Total Indicators</b>															<b>0</b>	<b>11</b>	<b>0%</b>	<b>11.1%</b>	<b>0.0</b>
<b>School Quality Status</b>																			
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%					
Target Met																			
<b>Total Indicators</b>																			
<b>Total</b>																			<b>46</b>

	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
<b>Academic Achievement (Percent at Meets Grade Level or Above)</b>														
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
<b>Growth (Academic Growth)</b>														
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
<b>English Language Proficiency</b>														
TELPAS Progress Rate										67%				
TELPAS Progress										6				
TELPAS Total										9				
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>														
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
<b>Participation</b>														
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
<b>Additional Targeted Support</b>														
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	-	135	-	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
<b>All Subjects</b>															
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
<b>ELA/Reading</b>															
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
<b>Mathematics</b>															
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
<b>Writing</b>															
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
<b>Science</b>															
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	*
<b>Social Studies</b>															
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**  
**Enge-Washington Intermediate**  
**2021-2022 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!*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: All students exceeding state and federal performance standards	16
Goal 2: Supportive parents and community members proactively involved in the education of our students	24
Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment	26
Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students	29
2021-2022 Site Based Decision Making Team	30
PBIS Committee	31
Addendums	32

# Comprehensive Needs Assessment

Revised/Approved: September 17, 2021

## Demographics

### Demographics Summary

Enge-Washington Intermediate School has an enrollment of 349 students, as of October 8, 2021. EWIS serves students in grades four through six with an average Attendance Rate of 94.09% as of October 8, 2021.

According to the 2021 Accountability Ratings Overall Summary, EWIS has a Not Rated: Declared State of Disaster with an overall composite score of 27.

The student population is approximately 53% White; 27% Hispanic; 10% African American; 3% two or more races; 0.67% American Indian; 1.0% Asian. The majority of the students are considered Economically Disadvantaged (67.3%). English Language Learners comprise about 5.5% of the student population and 12.9% 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. Four new teachers were hired this year to replace those who resigned or non-renewed, and one new general educational paraprofessional was added this year.

### Demographics Strengths

Attendance Rate as of October 8, 2021: 94.09%

Attendance Rate at the end of 2020 school year: 95.67%

Student Achievement Raw Component Score STAAR Performance 27

College, Career and Military Readiness N/A

Graduation Rate N/A

School Progress Raw Component Score Academic Growth N/A

Relative Performance (Eco Dis: 67.3%) 27

Closing the Gaps % of Indicators Met

Academic Achievement Status 0%

Growth Status N/A

Graduation Status N/A

English Language Proficiency Status N/A

Student Success Status 0%

School Quality Status N/A%

Participation (All Tests) 2018-19 100% and 2020-21 98%

### **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%, resulting in the same STAAR breakdown of below 30% meets on STAAR. **Root Cause:** Instruction was delivered both remotely and in-person at a level that did not meet the rigor of STAAR. All STAAR tests moved to online. More practice was needed within the STAAR Online platform.

**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. Many Special Education students moved in and out of remote instruction. They did receive accommodations and support, but not being in the classroom was a root cause. All SPED STAAR tests moved to STAAR Online, as well.

**Problem Statement 3 (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.

**Problem Statement 4 (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.

# Student Learning

## Student Learning Summary

The accountability rating for all Texas schools for 2021 is Not Rated: Declared State of Disaster. EWIS is utilizing STAAR 2020 data, NWEA MAP Growth Data, STAAR Interim and STAAR Benchmark data.

NWEA MAP Growth has seen remarkable gains the overall student population in grades 4 and 5 and sufficient progress in grade 6 as of October 8. We are working as a campus staff to motivate students through PBIS and goal attainment to drive student performance on formative, summative, and diagnostic testing.

## Student Learning Strengths

The Hispanic Population scored higher than the campus average on STAAR 2021.

Science grade 5 students are performing above where STAAR scores were in 2020.

A large percentage of Grades 4 and 5 students are performing at or above where STAAR scores were in 2020 and over 35% of the overall student population has moved into Meets performance level through NWEA MAP Growth data analysis.

Some of the Grade 6 students are performing above where the STAAR scores were in 2020. This class seems to have had the greatest learning loss during the past 30 months of COVID educational loss.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (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.

**Problem Statement 2:** The overall student population was at a Composite Score of 27, a drastic drop from 77 in 2019. **Root Cause:** Learning loss due to 30 months of COVID-19. Intermittent remote and in-person instruction that did not meet the rigor of STAAR 2021. The transition from STAAR to STAAR Online testing in 2021.

**Problem Statement 3:** 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. Many Special Education students moved in and out of remote instruction. They did receive accommodations and support, but not being in the classroom was a root cause. All SPED STAAR tests moved to STAAR Online, as well.

**Problem Statement 4 (Prioritized):** Average percentage of students who scored at the meets grade level based on benchmark data and CBA's was less than 30%, resulting in the same STAAR breakdown of below 30% meets on STAAR. **Root Cause:** Instruction was delivered both remotely and in-person at a level that did not meet the rigor of STAAR. All STAAR tests moved to online. More practice was needed within the STAAR Online platform.

**Problem Statement 5 (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.

## 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 2021-22 school year, only five 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 and one newly hired general education paraprofessional.

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 and PE consists of two periods. 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 and Accelerated Instruction, which we call WIN Time, is built into the campus daily schedule and includes time for Tier 2 and 3 instruction, enrichment classes, and meets the requirement of HB 4545.

A Dyslexic teacher and a GT teacher serve identified students throughout the day. Our Math and Reading Interventionists participate in helping students during WIN Time along with all classroom teachers, and have a pull-out program. 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 and are overseen by the District ESL Coordinator.

Core curriculum is delivered through TEKS Resources Systems, Collaborative Classroom, Amplify Reading, Eureka Math, Carnegie Math, and PhD Science. 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, aforementioned curriculum, Novel Units, Science Fusion and Social Studies Adoption. STAAR Connections from KAMICO is used as a resource for higher-order thinking skills. Measuring Up Express is a resource for interventions in Reading. NWEA MAP Growth is used for math and

reading as our universal screener. Enrichment classes during WIN Time 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. Content area PLCs are held on a rotating basis to discuss student data and collaboration for intervention. Data meetings are held after a unit or module test is given, MAP GROWTH BOY, MOY, and EOY, and STAAR Interim and Benchmark assessments. Mrs. Ruth Meggs is part of this data analysis when she is on campus.

### **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.

# 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.

Enge-Washington Intermediate PBIS Plan

School Vision Statement:

We will instill a mindset of [PRIDE](#) through high expectations, growth, and social, emotional, and academic achievement.

Our Core Values:

- Collaboration
- Character Building
- High Expectations
- Pride

School Mission Statement & Chant:

To ensure that every student achieves maximum potential...Every KID a winner!

PBIS in the classroom includes:

- An effective teacher
- An environment that predicts and expects success
- Direct & explicit instruction & feedback
- Feedback ratio of at least 3:1 (minimum of 3 positives to 1 correction)

School-wide Expectations ([PBIS Matrix](#)):

148

- Be Prepared
- Be Respectful
- Show Integrity
- Demonstrate
- Display Excellence

#### Back to School Training Plan:

- All teachers will teach campus-wide CHAMPS procedures.
- All grade levels will teach grade level CHAMPS procedures.
- All teachers will teach classroom CHAMPS procedures.

#### [PBIS Tier Triangle](#)

Maintaining an average daily attendance rate of 97% or above is on the top of this list for promoting a culture of learning. This year is proving difficult without the implementation of remote instruction, causing students to accumulate quarantine absences. Students are rewarded each six weeks for perfect attendance and calls are made to parents when students are absent.

The school district and community of Groesbeck maintain a strong, symbiotic, and supportive relationship. 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. Parents are invited on campus to have lunch with their students and can request to meet with a staff member at any time.

During the 2021 school year, parents were responsive to communication to and from our staff. We estimate that around 75% of our student population participated in online learning 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

remote instruction in 2021. 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 parnets meeting have been successful during this school year. Our campus is also now open to visitors and it was not in 2021. We will be able to hold on-campus parent engagement nights throught the 2021-2022 school year.

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

#### **Problem Statements Identifying Perceptions Needs**

**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 was less than 30% on benchmarks and CBA's. **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%, resulting in the same STAAR breakdown of below 30% meets on STAAR.

**Root Cause 1:** Instruction was delivered both remotely and in-person at a level that did not meet the rigor of STAAR. All STAAR tests moved to online. More practice was needed within the STAAR Online platform.

**Problem Statement 1 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

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

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

**Problem Statement 2 Areas:** Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology - 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:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

**Problem Statement 4:** Parental participation is varied throughout the school year.

**Root Cause 4:** Parents are unable to participate in every activity due to work schedules and lack of transportation.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers

## 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
- (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 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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.
- 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
- TTESS 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

Revised/Approved: September 17, 2021





**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  
 Interim STAAR  
 Unit Tests and CBA Data  
 Eduphoria Reports  
 RDA  
 NWEA MAP Growth BOY, MOY, and EOY Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Special education students will increase the percentage at the prescribed meets target.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Social Studies and sixth grade science 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><b>Strategy's Expected Result/Impact:</b> The percentage of special education students scoring at the meets target will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Education and general education students will attend accelerated instruction for at least 4 hours weekly during the school day to meet the demands of HB 4545.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of special education student scoring at the Meets performance target will increase by at least 10%. The percent of overall student scoring at the Meets performance level target will increase by at least 13% and at least 10% in the Masters performance level target.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Director of Special Programs, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**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 25%, 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  
 NWEA MAP Growth Data BOY, MOY, and EOY Assessment  
 Interim STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will implement best practices for teaching, including Lead4Ward instructional Strategies.  <b>Strategy's Expected Result/Impact:</b> The percentage of all students and each student population who score at the meets target will be greater than 20%.            All teachers will attend in-district Lead4ward training to drive Tier 1 Instrucitonal Strategies and Student Engagement.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 4th-6th grade Social Studies and 6th grade Science Teachers will utilize TEKS Resource System components consistently including the Year-at-a-Glance, the Instructional Focus Document, and the Performance Assessments. Reading teachers will utilize Collaborative Literacy (4-5) and Amplify Reading (6). Math teacher will utilize Eureka Math (4-5), Carnegie Math (6). All teachers will plan using Lead4ward Instructional Strategies, Think It Ups, and Check Its. Education Galaxy and Kamico STAAR Connection Developmental Series, Diagnostic Series, and TEKS-based station games will be used for Tier 1 instruction across grades 4-6. Education Galaxy Lift Off will be used to drive small group and independent study for Tier 2 students, and Tier 3 students will attend daily pull-out sessions with the reading and math interventionists, as prescribed based on NWEA MAP Growth and STAAR data.  <b>Strategy's Expected Result/Impact:</b> The percentage of all students and each student population who score at the meets target will be equal to or greater than 35%.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 5th Grade Science teachers will utilize the Project LISTO curriculum in order to enhance student achievement and will attend related training.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of all students and each student population who score at the meets target will be equal to or greater than 35%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All content area teachers will keep up-to-date data binders with analysis of all reports to drive Tier 1 instruction and small group intervention. Mrs. Ruth Meggs will be on campus to assist the Principal, Assistant Principal, and teachers with this analysis and tracking of students scores across STAAR, NWEA MAP Growth, STAAR Interim, and STAAR Benchmark data. Both teachers and students will keep track of progress within no more than 2 TEKS being studied at one time for mastery before moving on to 2 more TEKS until all have been mastered prior to the 2021-22 STAAR tests in May.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of all students and each student population will be above 35% Meets, and 20% Masters.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Content Area Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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  
 NWEA MAP Growth Data BOY, MOY, and EOY Assessment  
 Interim STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The RtI program will be evaluated and updated as needed to meet state requirements and the needs of the students, particularly the Special Education, White and African American student population. A district RtI Coordinator has been added this year to improve the overall flow of approaches and consistency across the grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Special Programs, Principal, Assistant Principal, RtI Coordinator, and Reading and Math Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional interventionists for Reading and Math will provide targeted instruction to identified students, particularly the Hispanic, White, and African American student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Instructional Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The master schedule reflects time for targeted interventions, specifically accelerated instruction (WIN Time).</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Title II funding will be used to support at-risk students by providing professional development and resources. All content teachers will help identify and track at-risk student data, alongside the School Counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of the student population will show growth or maintenance of masters grade level of achievement.</p> <p>This will be a direct impact on the entire student body.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Special Programs, Principal, Counselor, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Teachers will maintain an accommodations binder that specifies all accommodations prescribed by Special Education, 504, ESL, and RtI. There will also be a section for At-Risk students, so that these student needs can be met.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use accommodations to show improvement of 10% or more on their 2022 STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students at EWIS will be trained on how to report bullying.  <b>Strategy's Expected Result/Impact:</b> All students at EWIS will know how to report bullying.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All students will be trained weekly in social and emotional lessons from Sanford Harmony.  <b>Strategy's Expected Result/Impact:</b> All students will learn how to treat others.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      Homeroom Teachers  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Safety drills will be conducted on a rotating basis following the Texas School Safety Center protocol.  <b>Strategy's Expected Result/Impact:</b> Students will know and understand the importance of how to follow safety drill procedures.  <b>Staff Responsible for Monitoring:</b> Safety Drill Schedule                      Safety Drill Checklist  <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus will implement PBIS Rewards (Positive Based Intervention Strategies) and CHAMPS classroom management procedures. These efforts will assist the staff in promoting and maintaining a positive, orderly, safe, and supportive campus environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals; points earned by students and staff; points redeemed by students and staff; walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; PBIS Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will develop a college and career readiness mindset.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Career and college readiness books are highlighted in the EWIS library.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a college and career readiness mindset.</p> <p><b>Staff Responsible for Monitoring:</b> principal counselor librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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  
 eNotes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Principals and teachers will utilize Gabbart's eNotes accounts to communicate with parents and students.  <b>Strategy's Expected Result/Impact:</b> Regular communication will be provided to stakeholders.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Regular communication will be provided to stakeholders.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will hold a Title 1 parent meeting during our Meet the Teacher night prior to start of school, and we will hold family engagement nights, such as Turkey BINGO, father/daughter dance, and mother/son sport night.  <b>Strategy's Expected Result/Impact:</b> Parent sign-in; Data from parent surveys  <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Grade Level Team Leaders  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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 95.87% to at least 97%.

**Evaluation Data Sources:** Student attendance reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus administration will work with parents and students to create Truancy Prevention plans.  <b>Strategy's Expected Result/Impact:</b> The students' attendance rate will be at least 97%.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus administration will enforce state attendance laws in regards to truancy.  <b>Strategy's Expected Result/Impact:</b> The students' attendance rate will be at least 97%.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5, 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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%.  <b>Strategy's Expected Result/Impact:</b> The students attendance rate will be at least 97%.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus administrators will enforce state compulsory attendance laws and hold regularly scheduled Attendance Recovery sessions for those students who fall below 90% attendance rate throughout the year.  <b>Strategy's Expected Result/Impact:</b> The attendance rate will increase over time and student academics will be impacted through these tutorial sessions.  <b>Staff Responsible for Monitoring:</b> Principal and Assitant Principal, Attendance Recovery Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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 CAST TEPSA GT Conference other as identified</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will attend quality professional development. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent and Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Results Driven Accountability</b></p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus teachers and administration will participate in Region 12 cooperative offerings, virtually or in person. <b>Strategy's Expected Result/Impact:</b> Teachers and administrators will attend quality professional development. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Engage the following individuals or groups to come to EWIS to provide support and training to individuals and staff:  Lead4ward  Ruth Meggs  Groesbeck Police Department  GISD Nurses  Other as identified</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will attend quality professional development.  <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning - <b>Results Driven Accountability</b></p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Principal and Assistant Principal will conduct at least 5 walk-through observations each week.  <b>Strategy's Expected Result/Impact:</b> Walkthroughs will be conducted by the principal and assistant principal.  <b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus administrators will meet as available to participate in group walk through observations.  <b>Strategy's Expected Result/Impact:</b> Walkthroughs will be conducted by the principal with other campus administrators and district administration.  <b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district and campus administration will evaluate and update the Emergency Operations plan.  <b>Strategy's Expected Result/Impact:</b> The district and campus will have a current Emergency Operations Plan.  <b>Staff Responsible for Monitoring:</b> Superintendent, District Safety Coordinator and Principals  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will complete regular safety drills.  <b>Strategy's Expected Result/Impact:</b> The campus will complete regular safety drills.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Facilities will be clean and safe for students and staff.  <b>Staff Responsible for Monitoring:</b> Custodial supervisor.</p>	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will clean desks and Chromebooks between every class. Hand sanitizer and soap and water will be available to students and staff at all times throughout the day.  <b>Strategy's Expected Result/Impact:</b> Classrooms and Chromebooks will be clean for student and staff usage.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and staff  <b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# 2021-2022 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kelley Young	Principal
Administrator	Brandi Urban	Counselor
Classroom Teacher	Courtney Truett	Reading Interventionist
Classroom Teacher	Crala Pringle	Morale Committee Representative
Classroom Teacher	Taylor Carey	6th Grade Team Leader
GT Teacher	Alisha Baize	GT Teacher
Classroom Teacher	Lesa Stone	Dyslexia Teacher
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
Classroom Teacher	Sharisa Sebesta	4th Grade Team Leader
Classroom Teacher	Ashley Stewart	5th Grade Team Leader
Special Education Teacher	Tommy Vestal	Special Education Teacher
Administrator	Evan Ditmore	Assistant Principal

# PBIS Commitee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Caryn Tate	Chairperson
Administrator	Evan Ditmore	Assistant Principal
Classroom Teacher	Brooke Dodd	Fourth Grade Teacher
Classroom Teacher	Randa Shriver	Fifth Grade Teacher
Classroom Teacher	Kodie Bluemel	Sixth Grade Teacher

# Addendums



# **Groesbeck Independent School District**

## **H.O. Whitehurst Elementary**

### **2021-2022 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!*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: All students exceeding state and federal performance standards	15
Goal 2: Supportive parents and community members proactively involved in the education of our students	22
Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment	24
Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students	28
Addendums	29

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

H.O. Whitehurst Elementary School is a Title I campus that serves students in grades EE through 3rd Grade. There are approximately 508 students enrolled with 4 early childhood special education students, 68 pre-kindergartners, 109 kindergartners, 99 1st graders, 115 2nd graders and 113 3rd graders. H.O.W. has average attendance rate of approximately 96%. Our average class size is 20 however 5 class size waivers were filed.

The demographic makeup of H.O.W. is approximately 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 69.6% economically disadvantaged, 8% English learner, 62% at risk, 12% special education students, 2% homeless, and 3% gifted and talented.

H.O.W. has 55.5 full time staff members which consist of 1 principal, 1 assistant principal, 30 certified teachers, 18 paraprofessionals, 1.5 counselors, 1 nurse, 1 administrative assistant, 1 speech teacher, and 1 diagnostician. Of the 55.5 staff members 15 are ESL certified.

Not Rated: Declared State of Disaster for our 2021 accountability ratings with a 37 on both Student Achievement Raw Component Score and School Progress Raw Component Score.

According to the 2019 Accountability Ratings Overall Summary, H.O.W. had a rating with an overall scaled score of 72. H.O.W. received a Distinction Designation for Mathematics. H.O.W. was 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.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 5 class size waivers were filed during the 21-22 school year **Root Cause:** Lack of applicants/Teacher shortage

**Problem Statement 2:** 5 class size waivers were filed during the 21-22 school year **Root Cause:** Last minute student enrollment

# Student Learning

## Student Learning Summary

Not Rated: Declared State of Disaster for our 2021 accountability rating. Student Achievement/STAAR Performance Component Score is 37. School Progress/Relative Performance (Eco Dis: 69.6%) Component Score is 37.

STAAR Reading Meets GL or above 29% (8% less than HB3 Goal); Hispanic 32% (5% greater than HB3 Goal); White 32% (13% less than HB3 Goal); Eco. Disadv. 29% (1% greater than HB3 Goal); EL 17% (met HB3 Goal); SPED 0% (17% less than HB3 Goal); Cont. Enrolled 28% (10% greater than HB3 Goal); Non-Cont. Enrolled 35% (3% greater than HB3 Goal).

STAAR Math Meets GL or above 34% (16% less than HB3 Goal); Hispanic 32% (1% less than HB3 Goal); White 38% (27% less than HB3 Goal); Eco. Disadv. 32% (16% less than HB3 Goal); EL 0% ; SPED 7% (15% less than HB3 Goal); Cont. Enrolled 35% (13% less than HB3 Goal); Non-Cont. Enrolled 29% (26% less than HB3 Goal).

An average of 38.5% of the 1st-3rd grade students were served in Tier 2 and Tier 3 Reading.

An average of 37.7% of the 1st-3rd grade students were served in Tier 2 and Tier 3 Math.

## Student Learning Strengths

Met or exceeded HB3 Goals on the following:

STAAR Reading Meets GL or above-Hispanic 32% (5% greater than HB3 Goal); Eco. Disadv. 29% (1% greater than HB3 Goal); EL 17% (met HB3 Goal); Cont. Enrolled 28% (10% greater than HB3 Goal); Non-Cont. Enrolled 35% (3% greater than HB3 Goal).

## Problem Statements Identifying Student Learning 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 during prior years.

**Problem Statement 2:** Hispanic and economically disadvantaged students do not meet standard on the ELA/Reading STAAR. **Root Cause:** Lack of ESL certified staff members.

**Problem Statement 3:** The percentage of current special education students scoring at the meets grade level is less than 19% on the 3rd Grade ELA/Reading STAAR. **Root Cause:** Lack of consistent data to drive individualized instruction and referrals.

**Problem Statement 4:** Average percentage of students who score at the Masters grade level is less than 30% on the 3rd Grade ELA/Reading and Math STAAR. **Root Cause:** Lack of enrichment and Tier 1 individualized instruction.

**Problem Statement 5 (Prioritized):** Students are not consistently showing growth on academic curriculum. Over 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.

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

We added the following staff members for the 2021-22 school year: 2 paraprofessionals to assist during WIN Time. One will focus on enrichment and the other will assist with Reading RTI; 2 paraprofessionals to assist in the kindergarten classrooms, due to class size; 1 paraprofessional to assist in the pre-kindergarten classroom, due to class size.

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

WIN Time is built into our master schedule and includes the following: Tier 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.

We are using the following curriculum: SAVVAS Three Cheers (Pre-K); Collaborative Literacy (RLA); SIPPS (RLA intervention); Reading by Design (Dyslexia); Great Minds Eureka (Math); Great Minds PhD (Science); Studies Weekly (Social Studies); Education Galaxy, Lead4ward Instructional Strategies Play list, Dr. Tate Brain Friendly Strategies, TEKSGuides.

We are using the following resources: Heggerty (Phonemic Awareness); Lalilo (Dyslexia); Zearn (Math); Number Talks (Math); Motivational Math; Education Galaxy (Intervention); Lead4ward Instructional Strategies Play list.

### School Processes & Programs Strengths

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

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

Every Friday afternoon staff members meet to complete staff development and collaborate.

RTI meetings are held at least at BOY, MOY, and EOY to review data.

Curriculum support is provided by instructional coaches and intervention teachers.

Character Education is provided by counselors.

Community in Schools staff member helps meet the needs of our students and families.

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, Chromebooks and hot-spots.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Lack of understanding the importance of reading and the impact it can have in a child's education. **Root Cause:** Greater use of technology and lack of parent initiated reading.

# 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 Backpack Goods send weekly meals home with over 30 families each week.

Lions Club members provide glasses and school supplies.

Masonic Lodge members provide toothbrushes and etc...

Limestone Medical Center works collaboratively with our staff to provide training (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 calls home, E-notes, district website, campus Facebook page, outdoor signage, and weekly newsletters.

Parents have immediate access to grades and attendance (EE-3rd Grade) on Ascender.

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

Report Cards are sent home every nine weeks for EE-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.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Lack of involvement from Hispanic families. **Root Cause:** Language barrier.

# 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 during prior years.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students are not consistently showing growth on academic curriculum. Over 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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## 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
- (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 benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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 Current Special Education students scoring at the Meets grade level will increase to 19% on the 3rd Grade RLA STAAR

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Score Reports  
Eduphoria Reports  
RDA Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> The percentage of Current Special Education students scoring at the Meets grade level will increase to 19% on the 3rd Grade RLA STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> The percentage of Current Special Education students scoring at the Meets grade level will increase to 19% on the 3rd Grade RLA STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 1:** All students exceeding state and federal performance standards

**Performance Objective 2:** The percentage of Economically Disadvantaged students scoring at the Meets grade level will increase to 33% or above on the 3rd grade ELA/Reading STAAR.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Score Reports  
Eduphoria Reports  
RDA Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The general education teachers and the RTI teachers will work cooperatively to provide individualized instruction to meet the needs of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of Economically Disadvantaged students scoring at the Meets grade level will increase to 33% or above on the 3rd grade ELA/Reading STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, RTI Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers in K-3rd will implement Collaborative Literacy and SIPPS with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of 1st-3rd grade students scoring in the Oral Reading Level on the MAP Fluency Screener will increase to 50% or above.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Education Galaxy as a resource to provide targeted, accelerated instruction in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show continual growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 3 students will show continuous growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide staff training with the purpose of maximizing learning among students from culturally diverse backgrounds.</p> <p><b>Strategy's Expected Result/Impact:</b> Our Hispanic and Economically Disadvantaged students will continue to show growth on MOY-EOY assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ESL Director RTI Staff Classroom Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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 to 53% on the 3rd grade Math STAAR.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Score Reports

Eduphoria Reports

RDA Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in K-3rd will implement Great Minds-Eureka Math with fidelity.  <b>Strategy's Expected Result/Impact:</b> The percentage of All Students scoring at the meets target will increase to 53% on the 3rd grade Math STAAR.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Continuous growth from Unit Assessments to CBA's  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal                      Unit Assessments                      CBA's  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> RTI Committee will implement a tiered behavior system incorporating discipline strategies and classroom management.  <b>Strategy's Expected Result/Impact:</b> A decrease in office referrals which will lead to an increase in instructional time.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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 to 25% or below.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** RTI Documentation





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The general education teachers and the RTI teachers will work cooperatively to provide individualized instruction to meet the needs of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students being served through RTI will decrease to 25% or below.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers RTI Teachers Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** All students exceeding state and federal performance standards

**Performance Objective 5:** The percentage of 1st-3rd grade students moving from foundational skills to oral reading will increase to over 50%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP Fluency Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All staff members will implement Collaborative Literacy and SIPPS with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of 1st-3rd grade students moving from foundational skills to oral reading will increase to over 50%.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 1:** All students exceeding state and federal performance standards

**Performance Objective 6:** The percent of 1st through 3rd grade students that score Average or higher on the NWEA map Growth Overall Performance in Reading will increase to 67%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA map BOY, MOY and EOY data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All staff members will implement Collaborative Literacy and SIPPS with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of 1st through 3rd grade students that score Average or higher on the NWEA map Growth Overall Performance in Reading will increase to 67%.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers Assistant Principal Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** All students exceeding state and federal performance standards

**Performance Objective 7:** The percent of 1st through 3rd grade students that score Average or higher on the NWEA map Growth Overall Performance in Math will increase to 72%.

**Targeted or ESF High Priority**





**HB3 Goal**

**Evaluation Data Sources:** NWEA map BOY, MOY, and EOY data.

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize the GISD E-Notes accounts and weekly newsletters to communicate with parents. <b>Strategy's Expected Result/Impact:</b> Regular communication will be provided to stakeholders. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Principal and Assistant Principal will use electronic platforms such as website and social media sites to distribute information to stakeholders. <b>Strategy's Expected Result/Impact:</b> Regular communication will be provided to stakeholders. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> School personnel will increase awareness through the strategies provided on the 2021-22 H.O.W. Attendance Plan. The strategies include daily phone calls home, daily announcements, prizes every six weeks, semester awards, and etc...</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance rate for the HOW campus will remain above 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus administration will enforce state attendance laws in regards to truancy.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance rate for the HOW campus will remain above 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus licensed Nurse will work with students, staff, and parents to increase health awareness and return to school plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate will remain above 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Registered Nurse Principal Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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:** 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers and administration will attend quality professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent and Principal T-Tess Evaluations Staff Development Documentation</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will conduct walk-through observations each semester and provide feedback to their peers.  <b>Strategy's Expected Result/Impact:</b> Walk-Throughs High Quality Teaching  <b>Staff Responsible for Monitoring:</b> Principal                      Walk-Through Data  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Principal and Assistant Principal will conduct walk-through observations each semester.  <b>Strategy's Expected Result/Impact:</b> Walk-Throughs will be conducted by the principal and assistant principal  <b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent                      Walk-Through Data  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 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:** All K through 3rd grade teachers will implement Eureka Math (CRIMSI) with fidelity and complete all required staff development to support math instruction.

**HB3 Goal**

**Evaluation Data Sources:** Canvas Accounts  
Observation Data from CRIMSI coach and Administration

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

**Performance Objective 4:** All Reading Tier 2 and Tier 3 teachers and administrators will complete SIPPS training and implement the SIPPS curriculum during their intervention time.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Training Documentation

**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 with an updated and clean facility.

**Evaluation Data Sources:** Safety Drill Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will complete regular safety drills.  <b>Strategy's Expected Result/Impact:</b> Completed Safety Drills  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal                      Drill Calendar  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extra steps will be taken to clean and sanitize to prevent the spread of COVID-19.  <b>Strategy's Expected Result/Impact:</b> H.O. Whitehurst will adhere to the 21-22 school calendar unless mandated to close by county or state officials.  <b>Staff Responsible for Monitoring:</b> All Faculty and Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Addendums

## **XII. DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS**

A. Minutes of Previous Board Meeting

204

**Special Board Meeting**  
**MINUTES**  
**09/13/2021**  
**6:00 p.m.**

Present: Tom Sutton, Angela Crane, Aslone Foy, Ronnie Ferguson. Absent: Bridgett Jackson-Tatum, Tiffany Burlison, Jud Hughes.

Others: Dr. James Cowley, Teresa Battrick

Tom Sutton called the meeting to order at 6:00 p.m.

Entered Executive Session: 6:01 p.m.

Reconvened: 6:06 p.m.

Motion by Aslone Foy, second by Ronnie Ferguson to approve Rebecca Wilson for employment. Motion carried unanimously.

Motion by Ronnie Ferguson, second by Aslone Foy to adjourn. Motion carried

Adjourned: 6:07 p.m.

\_\_\_\_\_  
Tom Sutton, Board President

\_\_\_\_\_  
Jud Hughes, Secretary

October 18, 2021  
Date Approved

**Regular Board Meeting**  
**MINUTES**  
**09/20/2021**  
**6:00 p.m.**

Present: Tom Sutton, Angela Crane, Aslone Foy, Ronnie Ferguson, Tiffany Burleson, Jud Hughes. Absent: Bridgett Jackson-Tatum.

Others: Dr. James Cowley, Teresa Battrick, Sue Waller, Deana Rand, Deann King, Mychal Masters, Michael Milnes, Jackie Ancelet, Brandy Agnew, Bonnie Bomar, Staci Kirk, Alex Cannon, Valerie Henson, Jeffery Bell, Jennifer Lloyd, Susan Swick.

Tom Sutton called the meeting to order at 6:02 p.m.

Ronnie Ferguson led the Pledge of Allegiance.

Jud Hughes led the Pledge to the Texas Flag.

Tiffany Burleson read the District Mission Statement.

Staff Recognition: The board recognized the GISD custodians. Jackie Ancelet introduced each custodian and their years of service.

There were no public comments.

Dr. James Cowley presented student enrollment of 1563 compared to 1528 last year. The board was reminded that they need to complete their cybersecurity. If they do this through their job, they can send proof that they have completed the training. They can also complete the training on EduHero. This has to be done every school year. Also, reminded the board to turn in their Auditors paperwork if they haven't done so. Mychal Masters presented the COVID update. September 7-14, we are at 2.19% which is Low Risk. Dr. James Cowley in regards to President Biden's executive order mandating vaccine for any businesses over 100 employees, obviously we are over 100 employees; has spoken to both attorney firms and they are waiting on word for guidance of how that executive order will be implemented, the way one of them understands, it will be implemented will be through OSHA and that section of OSHA schools are not under. The caveat is if you aren't under OSHA, do you accept Federal Funds. We do not know at this time if he will say if you accept Federal funds you must abide by the executive order. We do not know. Dr. James Cowley stated he was against us mandating vaccine. Need to know as this information comes down and we are not exempt, what direction does the board wants to go. Needs to know if board wants to implement it or to fight it. Recommendation from the board was to fight it and not do it.

No action was taken on nomination for Falls County Appraisal District Board of Directors.

No action was taken on nomination for Robertson County Appraisal District Board of Directors.

Dr. James Cowley presented EIC(LOCAL) in regard to Algebra I taken in 8<sup>th</sup> grade (2019-20). Worked with Region 12 to get an analysis and Dr. Cowley described what steps would be taken to update in Ascender and what happens to a course. A course can be included or not included and calculating averages. If we take Algebra I out for the 32 students that took it in 8<sup>th</sup> grade and we don't want them to be punished because they have fewer math courses and we want them to have a math course, they can take financial math or whatever course it is decided upon. For other students that take financial math it wouldn't count because they took Algebra at the high school. Is there a ways to add a course to students that for other students that don't have that course, the answer is yes. Is there a way to take out a course for students as well as have that course count for other student, the answer is yes. Discussed ranking of students if the Algebra I class counted versus if the Algebra I class did not count. Discussed taking the class out, leaving the class in, and taking out and replace with another math class. The substitute math class would be harder due to level of math. Dr. Bonnie Bomar was asked what the high school prefers. She stated that they preferred to stay with the current policy. Discussed math classes from 7<sup>th</sup> into high school. Financial math is not weighted and Pre-Cal is weighted. Class of 2025 knew Algebra I would count. Class of 2026, we no longer offer Algebra I at the middle school. Discussed exclusion and options. Motion by Tiffany Burleson, second by Jud Hughes to stay with the current policy. Voting For: Tom Sutton, Ronnie Ferguson, Tiffany Burleson, Jud Hughes. Voting Against: Angela Crane and Aslone Foy. Motion passed.

Dr. James Cowley presented resolution for the commitment of fund balance. \$1,200,000 would be set aside for the replacement of the middle school roof and renovation to high school track. Fund balance is used for one time purchases. Discussed the middle school roof, culinary arts building finishing up with CTE funds, tax rate, bonds, ball fields (working on geo field report), track and structural spray. The track will need to be replaced in five to six years. Motion by Jud Hughes, second by Ronnie Ferguson to approve the Resolution for the Commitment of Fund Balance for the 2021-2022 Fiscal Year. Motion carried unanimously.

Discussed items requested by board member. Dr. James Cowley stated that these items would come from fund balance, these were not built in the budget.

A. Discussed the hiring of four additional grounds personnel at \$32,667.59 equal \$130,670.36. Jackie Ancelet was asked what she needed, she stated that she did not need four people, could use one more grounds and one more maintenance. Don't need custodian. After discussed this item was tabled. Discussed using some of our students. We currently do use some.

B. Discussed purchase of tractor and equipment for shredding for maintenance. Bids were included for Kubota, Massey Ferguson, and Case International. We do have a finishing mower, not a shredder. Jackie Ancelet stated that if we had a tractor it would be nice but we don't have a lot of use for one until we need a shredder. We have a box blade. It would be great to have a tractor but not necessary. No action as taken.

C. Discussed vocational agriculture facility. Dr. James Cowley had ag draw up some plans. Discussed number of projects. Kevin Ensminger estimated the cost to be \$1,080,000 just doing the building. This did not include land purchase, connection to

electricity, water, or sewer, architecture, engineering, or building permits. Discussed area behind the baseball and softball field. This is not three acres. Ronnie Ferguson doesn't want to do anything now but to start putting money back for the project. Discussed the dumpsters, electric lines at the current ag facility. Discussed the building and when built and specify part of fund balance. No action was taken.

D. Discussed review of teacher salaries for years 0-5. Analysis included TEA minimum salary schedule, TASB every 3AAA in the state and TASB 3AAA in Region 12, and Fairfield, Franklin, Leon, Mexia, and Teague's salary schedule and benefits. Dr. Cowley presented differences with the area schools. There are 13 employees in the 0-5 year range and if a change is made it would be front loading. Will look at for next school year. After discussion this item was tabled.

E. Discussed UIL stipends and emphasis on a successful UIL program, UIL coaches, grade level, number of students, and place at events. Rebecca Reeves is UIL Coordinator for Elementary, Holly Black for Enge and Middle School and Sue Waller was High School. This year it will be Mary Wurts. We don't pay by placing, we pay for training. For the 2020-21 school year we paid \$35,100. No action was taken.

F. Discussed online ticket sales. Season tickets are set up and a complete list of season ticket holders and contact information. Dr. Cowley stated that he not received any complaints at his office. Tiffany Burleson concerns about older generation and not having a computer and not giving debit number. Jud Hughes gave unused tickets to Valerie and asked her to give to anyone who didn't have a ticket so they could get into the game. Valerie Henson stated that they are there to help people purchase tickets if they need assistance. She has received calls and has helped purchase tickets for the individual. Dr. Bonnie Bomar stated that they also encourage the senior citizen passes. Ronnie Ferguson asked how the high school handles if someone calls and don't have a credit card. Valerie Henson stated that most people have a credit card. Typically the older generation has someone who will do this for them and for those who don't, she is happy to help. Dr. Cowley stated that they can go to Wal Mart and get a VISA card (reloadable card). Staci Kirk stated that at the gate, they help anyone who needs to purchase a ticket by getting on a computer or on their phone. Angela Crane stated that they did a great job at the gate. Everyone was assisting people and very helpful and even walking people to their seats. Discussed the speaker at the football stadium. Dr. Cowley will investigate. No action taken.

Consent Agenda: Tiffany Burleson asked on the budget is there anything we need to know or be aware of on that? Dr. Cowley stated no, we rolling through right now. Just on the investment report we have some good numbers but interest rates are fixing to drop from 1.2 to .4. We are earning from Citizens State Bank due to the depository agreement that .4 is much higher than anything else. The next highest is about .25. Motion by Tiffany Burleson, second by Aslone Foy to approve the consent agenda as presented. Motion carried unanimously.

- A. Minutes of Previous Board Meeting
- B. Budget Report and Amendments
- C. Surplus
- D. Donation(s)
- E. Navarro Community College Memorandum of Understanding

- F. Quarterly Investment Report
- G. Class Size Waiver (Waiver for prekindergarten class.)

There was no Executive Session.

Dr. James Cowley stated that we have one science teacher to hirer, Megan Bolton. Dr. Bomar would like you to hire Megan Bolton. Motion by Aslone Foy, second by Ronnie Ferguson to hire personnel recommendation as presented. Motion carried unanimously.

Board Members Comments, Reports, and Discussion: Ronnie Ferguson stated that we need to recognize Dr. Cowley on his accomplishment. He was selected by SMU Leadership to be one of their Leadership Fellows. Dr. Cowley stated that he appreciated

Motion by Ronnie Ferguson, second by Angela Crane to adjourn. Motion carried unanimously.

Adjourned: 8:02 p.m.

\_\_\_\_\_  
Tom Sutton, Board President

\_\_\_\_\_  
Jud Hughes, Secretary

October 18, 2021  
Date Approved



Board Report  
 Recap Comparison of Revenue to Budget  
 Groesbeck ISD  
 As of September

	EstimatedRevenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
211 / 1 TITLE I PART A	134,306.97	.00	.00	134,306.97	.00%
224 / 1 IDEA B	24,935.56	.00	.00	24,935.56	.00%
225 / 1 IDEA B PRESCHOOL	.00	.00	.00	.00	.00%
255 / 1 TITLE II	15,100.55	.00	.00	15,100.55	.00%
265 / 1 ACE	.00	.00	.00	.00	.00%
270 / 1 TITLE VI	.00	.00	.00	.00	.00%
289 / 1 TITLE IV	.00	.00	.00	.00	.00%
429 / 1 Safety	.00	.00	.00	.00	.00%
<b>Total 5000 Revenues</b>	<b>174,343.08</b>	<b>.00</b>	<b>.00</b>	<b>174,343.08</b>	<b>.00%</b>
<b>Total 7000 Revenues</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Revenues</b>	<b>174,343.08</b>	<b>.00</b>	<b>.00</b>	<b>174,343.08</b>	<b>.00%</b>

**Board Report**  
**Recap Comparison of Expenditures and Encumbrances to Budget**  
**Groesbeck ISD**  
**As of September**

	<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	-1.00	.00	.00	.00	-1.00	-.00%
211 / 1 TITLE I PART A	-134,306.97	712.25	44,920.27	44,920.27	-88,674.45	33.45%
224 / 1 IDEA B	-24,935.56	.00	13,226.18	13,226.18	-11,709.38	53.04%
225 / 1 IDEA B PRESCHOOL	.00	.00	.00	.00	.00	.00%
255 / 1 TITLE II	-15,100.55	430.00	2,471.25	2,471.25	-12,199.30	16.37%
265 / 1 ACE	.00	.00	.00	.00	.00	.00%
270 / 1 TITLE VI	.00	.00	.00	.00	.00	.00%
289 / 1 TITLE IV	.00	.00	.00	.00	.00	.00%
429 / 1 Safety	.00	.00	.00	.00	.00	.00%
<b>Total 6000 Expenditures</b>	<b>-174,344.08</b>	<b>1,142.25</b>	<b>60,617.70</b>	<b>60,617.70</b>	<b>-112,584.13</b>	<b>34.77%</b>
<b>Total 8000 Expenditures</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00%</b>
<b>Total Expenditures</b>	<b>-174,344.08</b>	<b>1,142.25</b>	<b>60,617.70</b>	<b>60,617.70</b>	<b>-112,584.13</b>	<b>34.77%</b>
<b>End of Report</b>						



Prepared By: Pavan Kolla  
 Customer Name: Groesbeck Independent School District  
 Contract Term: 12 Months  
 Start Date: 21-JAN-2022  
 End Date: 20-JAN-2023

Customer Contact: Deana Rand  
 Title: Director of Administrative Services  
 Address: PO Box 559  
 City: Groesbeck  
 State/Province: Texas  
 Zip Code: 76642  
 Phone #: (254) 729-4198

Product Description	Quantity	Unit	Extended Price
<b>Initial Term 21-JAN-2022 - 20-JAN-2023</b>			
<b>License and Subscription Fees</b>			
UT Applicant Tracking	1,527.00	Students	USD 1,771.32
Unified Talent Records	1,527.00	Students	USD 8,016.75
UT SchoolSpring Job Board Unlimited	1,527.00	Students	USD 946.74

License and Subscription Totals: **USD 10,734.81**

**Quote Total**

<b>Initial Term</b>	<b>21-JAN-2022 - 20-JAN-2023</b>
<b>Payment Total</b>	<b>USD 10,734.81</b>

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at <http://www.powerschool.com/msa/>, as may be amended.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Groesbeck Independent School District

Signature:

Signature:



Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Title:

Date: 7-JUL-2021

Date:

PO Number: \_\_\_\_\_

D. Citizens National Bank Signatories  
E. 2021-2022 English Language Learners Handbook

216



# **ESL Department**

**Mrs. Holly Black**  
**ESL District Coordinator**

# Groesbeck ISD's goal of the ESL programs

Groesbeck ISD's goal of the ESL programs shall be for English learners to attain full proficiency in English in listening, speaking, reading and writing in order to participate equitably in school. In accordance with state (Texas Education Code §29.051 and Texas Administrative Code §89.1201) and federal (Every Student Succeeds Act (ESSA) requirements to ensure equal educational opportunity to every student, and in recognition of the educational needs of English Learners, Groesbeck ISD provides English as a second language programs for each student identified as an English Learner (EL) in pre-kindergarten through grade twelve. Our program not only emphasizes the mastery of English language skills, but also uses instructional approaches in mathematics, science, and social studies to meet the specific needs of all English learners. Our teachers are highly qualified to recognize and address language differences in all our EL students.



# Groesbeck ISD

## EL's Student Enrollment



- 2019-2020 - 102 students
- 2020-2021 - 96 students
- 2021-2022 ESL Totals
  - How -33
  - Enge -24
  - GMS -15
  - GHS -23

# Number of Students Enrolled

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
4	7	6	10	7	6	11	6	8	7	9	5	4	5	95

# ESL/Content-based

(1) An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.

This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

## ESL/Pull-out

- (2) An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.
- The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.
- Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

# Number of Teachers ESL Certified

24 Teachers District Wide  
5 Administrative Type Staff

District offers a \$500 Stipend  
for ESL Certified staff

Teachers will be reimbursed  
testing fees upon passing

- ELPS-TELPAS Progress Monitor Tool ~ [ELPS-TELPAS Progress Monitor Tool](#)
- ELPS Linguistic Instructional Alignment Guide (LIAG) ~ [Texas Gateway \( \\$FREE.99 for ALL teachers\)](#)
- ESL TELPAS data
- Content and Language Objectives ~ [ELPS Interactive Language Objectives](#)
- Support for teachers with struggling ELs
- Needs-based
- Region 12

# Parental Involvement Activities for Parents of EL Students

- Groesbeck ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.
- Groesbeck shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.
- It is the policy of Groesbeck ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children. Parents and community members are invited to be a part of the district and campus site based decision committees.

## FAMILY RESOURCES

<https://www.txel.org/parents-and-families/>

<https://www.txel.org/tcallmap/>



<https://www.txel.org/CommunityandPartners>



Where can I find community resources and services to support English learners and their families?

Click on the Community Partners box to find info on

Preparing Your Child For Graduation And Beyond

Adult Education

Health And Support Services

Legal Services

Safety

# 2021-2022 ESL Program Plans for Improvement

- *List evidence of participation in developing, reviewing and revising campus improvement plans for the purpose of improving student performance for ELs (TEC §11.253)*
- Facilitate collaboration between LEA and/or campus level instructional specialists/coaches and teachers of English learners to ensure both linguistic and academic instructional support are consistently provided.
- Ensure English learners' academic progress is equitably measured by setting expectations for linguistic supports that are commensurate to the students' proficiency levels, allowing students equitable opportunities to access content and demonstrate mastery.
- Engage in training opportunities based on personal goals for professional development in supporting English learners, seeking out or requesting support/training if not already offered.

Overall I want to improve the communication between the ESL families and myself through Family Engagement Activities.

# ESL Program and Results of the Program Effectiveness Review

- **TEC 7.028 states: (b)** The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.
- **TEA recommends:**
  - LEA conducts the program evaluation, with all the components addressed in the Report to the Board
  - LEA conducts a Program Effectiveness Review that measures compliance with statute/rules
- presentation of the program evaluation and PER would put the Board in a position to carry out the responsibilities assigned by this section of law.

**Groesbeck**  
**Independent School District**

**ENGLISH**  
**LANGUAGE LEARNERS**  
**Handbook**  
**2021-2022**



## **Position Statement**

*“English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language” (TEC §29.051).*

Groesbeck ISD’s goal of the ESL programs shall be for English learners to attain full proficiency in English in listening, speaking, reading and writing in order to participate equitably in school. In accordance with state (Texas Education Code §29.051 and Texas Administrative Code §89.1201) and federal (Every Student Succeeds Act (ESSA) requirements to ensure equal educational opportunity to every student, and in recognition of the educational needs of English Learners, Groesbeck ISD provides English as a second language programs for each student identified as an English Learner (EL) in pre-kindergarten through grade twelve. Our program not only emphasizes the mastery of English language skills, but also uses instructional approaches in mathematics, science, and social studies to meet the specific needs of all English learners. Our teachers are highly qualified to recognize and address language differences in all our EL students.

The purpose of this handbook is to:

- Familiarize staff, LPAC members, and parents with the state plan and district guidelines for identifying and serving English learners. The majority of this handbook comes directly from the Texas Education Code and Texas Administrative code and includes district selections for programming and assessments.

## **DEFINITIONS**

English Learner (EL) is defined by the Texas Administrative Code (TAC) §89.1203 as a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learner are used interchangeably and are synonymous with limited English proficient (LEP) students, as used in TEC, Chapter 29, Subchapter B.

English as a Second Language (ESL) is defined by the Texas Education Code (TEC) §29.052 as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. The purpose of Marlin ISD’s ESL program is to provide second language instruction for elementary students of languages other than Spanish and older students in grades 6-12 in which bilingual education is not available.

## **PROGRAM GUIDELINES**

English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards (ELPS) required by the state. These programs shall use instructional approaches designed to meet the specific language needs of English learners.

These programs shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. The program shall address the affective, linguistic, and cognitive needs of EL students. In subjects such as art, music, and physical education, EL students shall participate fully with English-speaking students in regular classes provided in the subjects. Students enrolled in the bilingual or ESL program shall also have a meaningful opportunity to participate fully with other students in all extracurricular activities.

The English as a second language program shall be implemented with consideration for each English language learner's unique readiness level through either a content-based program model or a pull-out program model.

(1) An English as a second language/content-based program model is an English program that serves only students identified as English language learners by providing a full-time teacher certified under the Texas Education Code (TEC), §29.061(c), to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

(2) An English as a second language/pull-out program model is an English program that serves only students identified as English language learners by providing a part-time teacher certified under the TEC, §29.061(c), to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out or inclusionary delivery model. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

## **Language Proficiency Assessment Committee**

The district shall by local board policy establish and operate a Language Proficiency Assessment Committee on each campus. Each Campus shall have on file, policy and procedures, the selection, appointment, and training of members of the LPAC.

### **Members**

LPAC committees shall include an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a ESL program (who is not an employee of the district), and a campus administrator in accordance with Texas Education Code (TEC), §29.063. The parent of each ESL student in GISD shall be extended an invitation to attend all meetings regarding English as a second language program placement, review, and exit for their child.

### **Training of LPAC Members**

The district LPAC coordinator will provide orientation and training for all LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

### **Responsibilities**

The LPAC is responsible for the review of all information and decisions about placement, testing, and exits concerning English Learners in accordance with Chapter 89, including observing all laws and rules governing confidentiality of information concerning individual students.

Upon their initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all English learners identified in accordance with §89.1226 and shall:

- (1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to TAC §89.1226(b)-(f);
- (2) designate the level of academic achievement of each English learner;
- (3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;
- (4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and
- (5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in TAC §89.1226.

Before the administration of the state criterion-referenced test each year, the LPAC shall determine the appropriate assessment option for each English learner as outlined in Chapter 101, Subchapter AA, (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).

## **Student Identification**

### **Home Language Survey**

In accordance with Texas Administrative Code §89.1215 Groesbeck ISD will conduct only one home language survey to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through Grade 12 to establish the student's language classification for determining whether the district is required to provide an English as a second language program. The survey must be signed by the parent or guardian and will be administered in both English and Spanish (or other languages whenever possible). The survey will answer the following questions:

1. What language is spoken in your home most of the time?
2. What language does your child speak most of the time?

The home language survey is used to determine the student's language classification and to determine if language assessment is needed. Only ONE Home Language Survey (Original) is kept on file. If a student is enrolling in Groesbeck ISD for the first time but has been previously enrolled in another Texas school district, a request will be made of the prior school requesting the ORIGINAL Home Language Survey via the Texas Record Exchange (TReX) system. The home language survey shall be administered in English, Spanish, and Vietnamese; for students of other language groups, the home language survey shall be translated into the primary language whenever possible. GISD shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8 or by the student in Grades 9-12 as permitted under the Texas Education Code, §29.056(a)(1). The original copy of the survey shall be kept in the student's permanent record. If an earlier HLS is received from a student's prior district, and only if that district is a public school in Texas, this will replace the one conducted by the district as the original in the permanent folder.

If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with Texas Administrative Code §89.1226. For students previously enrolled in a Texas public school, GISD shall secure the student records, including the home language survey. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's home language survey shall be made. If attempts to obtain the student's home language survey from the sending district are unsuccessful, the identification process shall begin while attempts to contact the sending district for records continue throughout the four-week testing and identification period.

### **Assessment and Classification**

For each student who has a home language survey response of any language other than English (to either of the two questions) the district shall administer an assessment to determine if the student meets the criteria as an English Learner. A student may be eligible for services as determined through the administration of an English language proficiency test that is approved by the Texas Education Agency.

This testing will be completed **within 4 weeks of initial enrollment** in the district and will be administered by staff who are proficient in the language of the test and who are trained in language proficiency training. Criteria for classification as an EL is established by TEA.

The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments cannot be administered. The decision for entry into an ESL education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee.

When a student from out of state enrolls in Groesbeck ISD with a home language survey answer of any language other than English, the student will be scheduled for testing. For all students enrolling in Pre-K-12<sup>th</sup>, the campus will administer the assessment.

Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

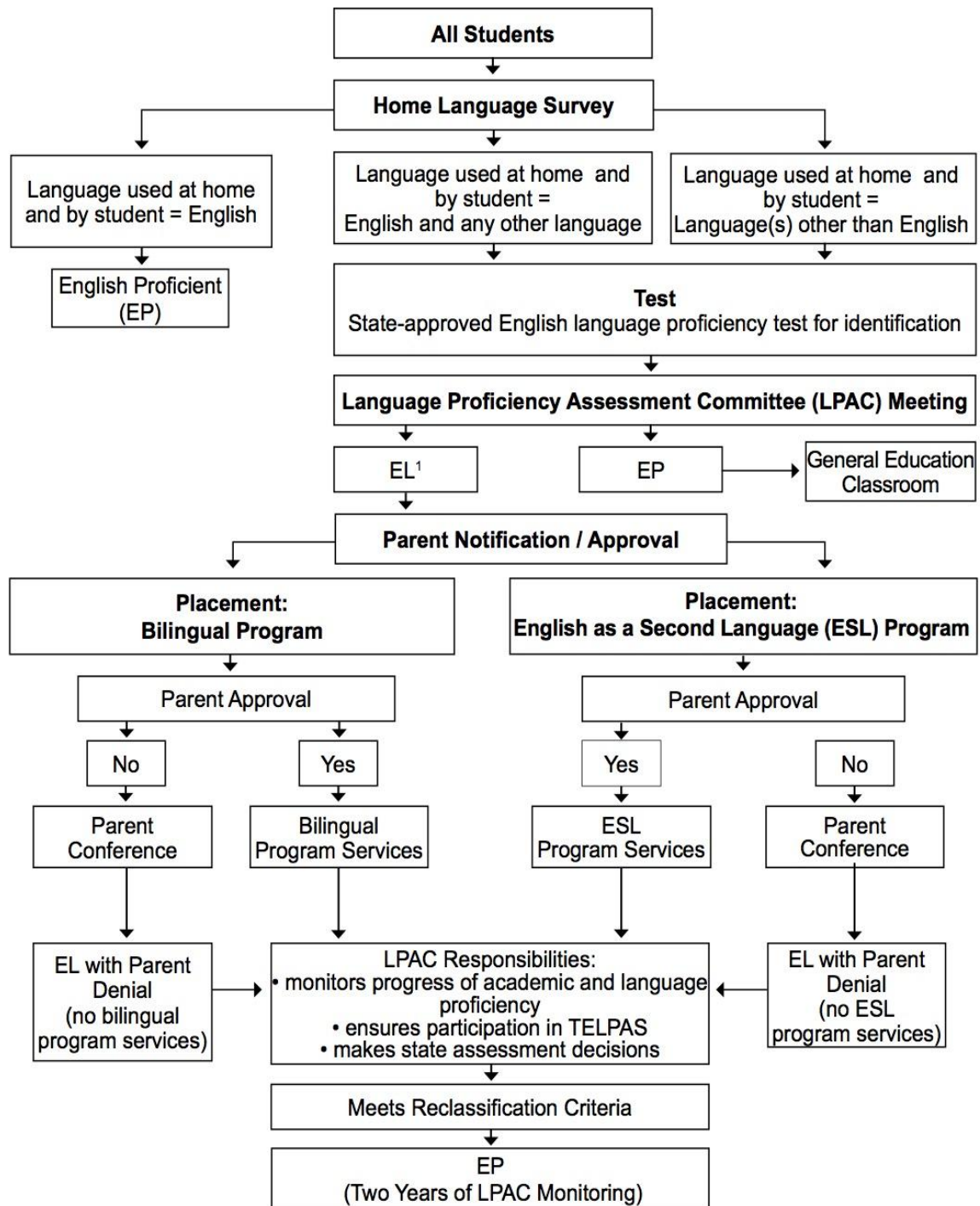
### **Initial LPAC Meeting**

After the screening process is completed, the Language Proficiency Assessment Committee (LPAC) will conduct the initial LPAC meeting to determine eligibility and make program recommendations according to Chapter 89 of the Texas Administrative Code. If there is no language need, then the student will be placed in a regular ALL English program and will not be considered EL. The LPAC will make the determination that the student Does Not Qualify (DNQ) for language services. If there is a language need, the LPAC will determine that the student is an English Learner and will recommend the student to be served in either an ESL program based on test scores, family interviews, and other factors. Placement requires parent contact and permission. If a language other than Spanish is spoken (Vietnamese, Malayalam, Gujarati, Arabic, Hindi, etc.) those students will also be served through the ESL program.

### **Placement of Students**

The LPAC shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the ESL program for which the student has been recommended and that it is an integral part of the school program. Pending parent approval of an English learner's entry into the ESL program recommended by the LPAC, the school district shall place the student in the recommended program. Only English learners with parent approval who are receiving services will be included in the bilingual education allotment. If parental denial is received, the student is placed in a regular English classroom; however, the student is still classified EL and shall receive instructional support for English learners.

## English Learner (EL) Identification/Reclassification Flowchart



<sup>1</sup>Criteria for EL identification:

**Pre-K – 1st:** State-approved English language proficiency test (listening and speaking) below English proficient level = EL

**2nd – 12th:** State-approved English language proficiency test (listening, speaking, reading, and writing) below English proficient level = EL

The terms Limited English Proficient (LEP) and English learner (EL) are used interchangeably. The term LEP is still used for data collection in the Public Education Information Management Systems (PEIMS).

## **Parent Authority/ Notification**

The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and it's being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets exit reclassification criteria or the student graduates from high school, or a change occurs in program placement.

The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a).

A school district may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:

- (1) the student is 18 years of age or has had the disabilities of minority removed;
- (2) the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or
- (3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

## **APPEALS**

The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with Chapter 157 (relating to Hearings and Appeals).

## **Annual Review for Exit/Reclassification**

The LPAC meets at the end of the school year to review progress and determine reclassification or exit. A student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. In order for a student to be exited from the program, they must meet the criteria established in TAC Chapter 89.

- A student **may not** be exited from the bilingual or the ESL program in prekindergarten or kindergarten TAC 89.1225. Exit criteria for EL students may not be considered until the end of first grade.
- Caution should be exercised when considering the exit of students in Grades 1-2. It may be premature in these grades to consider program exit due to developmental factors related to emergent language and literacy TAC 89.1225.
- A student may not be exited from the ESL program if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading or writing assessment instrument.
- Students meeting exit requirements may continue in the ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.
- For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed; however, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the LPAC in conjunction with the ARD committee. Additionally, the LPAC in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions.
- For an English learner with significant cognitive disabilities, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the LPAC in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit.

The parent or legal guardian will be notified of exit or reclassification and must give written approval. After a student is exited from the ESL program, they are monitored for a period of 2 years by the LPAC, but will be monitored by the state for a total of 5 years.

### **MONITORING OF STUDENTS EXITED**

The language proficiency assessment committee shall monitor the academic progress of each student who has met criteria for exit in accordance with TEC, §29.056(g), for the first two years after reclassification. In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance.

## **REEVALUATION/REENROLLMENT**

If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the language proficiency assessment committee shall determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be re enrolled in an ESL language program.

## **STATE ASSESSMENTS**

All ELs are required to participate in the statewide assessment program. LPACs must make and document participation and accommodation decisions in accordance with STAAR requirements based on an individual student basis.

<b>STAAR (3-8 and EOC)</b>	<ul style="list-style-type: none"><li>• General statewide assessment</li><li>• Accommodations, or designated supports available for students who meet eligibility</li><li>• Taken by ELs not administered an assessment below</li></ul>
<b>STAAR Spanish</b>	Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress <ul style="list-style-type: none"><li>• Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services</li></ul>
<b>STAAR Alternate 2</b>	Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards

## **English I EOC Special Provision TAC §101.1007**

Section 101.1007 of the TAC includes an English I EOC provision for ELs served in bilingual/ESL programs who meet specified eligibility criteria. An EL who meets the eligibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard on the assessment.

### **Eligibility Criteria**

This provision applies to an EL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the EL —

- has been enrolled in U.S. schools for 3 school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and has not attained a TELPAS advanced high reading rating in grade 2 or above.

*An EL whose parent or guardian has declined bilingual/ESL program services is not eligible for this provision.*

This provision acknowledges the unique circumstances of specific ELs whose ability to engage with high school English language arts course material, due to limited time in the U.S. and limited time to learn English, depends on instructional scaffolding, including linguistic accommodations and adaptations, that cannot be provided during the standardized English I EOC assessment. LPACs must maintain documentation of eligibility for the special provision (***See Eligibility for STAAR English I Assessment Special Provision Form***). Eligibility must be determined in conjunction with the student's enrollment in English I. Students who are eligible for the special provision do have the option of retaking the assessment.

## **DISTRICT ESL PROGRAM FORMS AND RECORDS**

All district LPAC forms and records are maintained and accessible to authorized personnel. Paper copies are kept in each student's cumulative folder.

## **DOCUMENTATION**

The student's permanent record shall contain documentation of all actions impacting the English learner and shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

- (A) the identification of the student as an English learner;
- (B) the designation of the student's level of language proficiency;
- (C) the recommendation of program placement;
- (D) parental approval of entry or placement into the program;
- (E) the dates of entry into, and placement within, the program;
- (F) assessment information
- (G) additional instructional interventions provided to address the specific language needs of the student;
- (H) the date of exit from the program and parental approval;
- (I) the results of monitoring for academic success, including students formerly classified as English learners (J) the home language survey.

At GISD, all LPAC documentation shall be maintained in a Yellow EL Folder placed inside the student's cumulative folder.

## **STAFFING AND STAFF DEVELOPMENT**

Groesbeck ISD shall take all reasonable affirmative steps to assign appropriately certified teachers to the required English as a second language programs.

General education classroom teachers who teach language arts in grades Pre-K through grade twelve are encouraged to obtain an ESL Supplemental Certification.

Groesbeck ISD endorses the position that quality staff development cannot be overemphasized. Groesbeck ISD will ensure that all ESL teachers receive ongoing, in-depth staff development in language instruction designed to meet the affective, cognitive, and linguistic needs of all EL students.

### **Districts ESL Program Coordinator**

The District's Coordinator of School Improvement will oversee ESL instruction and services at all District campuses. They will be responsible for seeing that all legal mandates as well as federal, state, and district policies and procedures are followed. They will oversee assessment and identification of ESL students, administer TELPAS assessments, and will coordinate and hold necessary LPAC meetings. They will maintain the ESL folders for individual students as well as the District LPAC binder holding documentation of LPAC meetings. They will provide input to campus principals and District administrators regarding staff development needs related to the provision of ESL instructional services.

### **ESL Classroom Teacher**

#### **High School**

English language learners at the high school will be assigned to an English Language Arts teacher who has ESL certification. The ESL teachers will be required to document modifications and strategies used with English language learners. The progress of these students in their other classes will also be monitored by the District ESL Coordinator. Additionally, the District ESL Coordinator will collaborate with teachers of English language learners in all subject areas and suggest appropriate strategies and accommodations for instruction in the general education classrooms. All teachers will be required to document their instruction of the ELPS (English Language Proficiency Standards) with LEP students.

#### **Junior High School**

English language learners at the junior high school will be assigned to an English Language Arts teacher (and a Reading or Writing teacher, depending on grade assignment) who has ESL certification. The progress of these students in all of their classes will be monitored by the District ESL Coordinator. Additionally, the District ESL Coordinator will collaborate with teachers of English language learners in all subject areas and suggest appropriate strategies and accommodations for instruction in the general education classrooms. The ESL teachers will be required to document modifications and strategies used with English language learners. All teachers will be required to document their instruction of the ELPS (English Language Proficiency Standards) with English language learners.

#### **Elementary School**

English language learners at the elementary school will be assigned to teachers who have ESL certification. Students will participate in the ESL Content-based Program which is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.

## **PARENT AND COMMUNITY INVOLVEMENT**

Groesbeck ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.

Groesbeck shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.

It is the policy of Groesbeck ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children. Parents and community members are invited to be a part of the district and campus site based decision committees.

## **PROGRAM EVALUATION**

All school districts required to conduct a bilingual education or ESL program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

- Evaluation data shall be compiled and documented by each campus at the end of each school year. The Bilingual/ ESL teacher shall compile data on the *LPAC Information Tracking Sheet* and a campus administrator shall compile campus data on the *ESL Annual Evaluation Report*. Copies of these reports shall be sent to the district administrator of the program.
- Each campus shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.
- Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

## **ACCOUNTABILITY**

**PBMAS:** Performance-Based Monitoring Analysis System: An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education).

**TELPAS:** Texas English Language Proficiency Assessment System (K-12)

**STAAR:** Texas Assessment of Knowledge and Skills (measures core subjects by grade level)

## **Additional Information**

*Language Proficiency Assessment Committee (LPAC) Framework Manual © Texas Education Agency.*

<http://programs.esc20.net/default.aspx?name=lpac.framework>

Texas Administrative Code §89 Subchapter BB

Texas Education Code §29.052

Every Student Succeeds Act (ESSA)

For further information on this or any program offered at Groesbeck ISD, please contact the following personnel:

Holly Black, District ESL Coordinator (254) 729-4619

## Index

This handbook contains state policies copied directly from the Texas Administrative Code §89 Subchapter BB and Texas Education Codes §29.052 for English as a Second Language and Special Language Programs. Included with these policies are local guidelines for serving English Learners at GISD.

### GISD ESL Handbook

<b>Position Statement and Definitions</b> -----	<b>2</b>
<b>Program Guidelines</b> -----	<b>3</b>
<b>Language Proficiency Assessment Committee (LPAC)</b> -----	<b>4</b>
<b>LPAC Members; Training;Responsibilites</b> -----	<b>4</b>
<b>Student Identification</b> -----	<b>5</b>
<b>Home Language Survey; Assessment</b> -----	<b>5</b>
<b>Placement of Students</b> -----	<b>6</b>
<b>English Learner Flowchart</b> -----	<b>7</b>
<b>Parent Authority/Notification</b> -----	<b>8</b>
<b>Appeals</b> -----	<b>8</b>
<b>Annual Review of Exit Criteria</b> -----	<b>9</b>
<b>Monitoring of Exited Students</b> -----	<b>9</b>
<b>Reevaluation/Reenrollment</b> -----	<b>10</b>
<b>State Assessments</b> -----	<b>10</b>
<b>English 1 EOC Special Provision</b> -----	<b>10</b>
<b>Documentation</b> -----	<b>11</b>
<b>Staffing and Staff Development</b> -----	<b>11</b>
<b>ESL Classroom Teacher</b> -----	<b>12</b>
<b>Parent and Community Involvement</b> -----	<b>13</b>
<b>Accountability</b> -----	<b>13</b>
<b>Program Evaluation</b> -----	<b>13</b>
<b>Additional Information Contacts</b> -----	<b>14</b>

F. Donation

**XIII. EXECUTIVE SESSION**

A. Personnel Matters (Gov't 551.074)

B. Review Recommendation for Employment (Tex. Gov't 551.074)

C. Personnel Resignations, Leave of Absences, or Reassignments (Tex. Gov't 551.074)

**XIV. RECONVENE IN OPEN MEETING**

**XV. DISCUSSION AND POSSIBLE ACTION ON MATTERS DISCUSSED  
IN EXECUTIVE SESSION**

A. Personnel Matters

B. Recommendation for Employment

I. Other Personnel Positions as Needed

C. Personnel Resignations, Leave of Absences, or Reassignments

**XVI. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION**

**XVII. ADJOURNMENT**