

Public Notice of Regular Meeting

The Board of Trustees Groesbeck ISD

A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held Monday, October 17, 2022, beginning at 6:00 PM in the Groesbeck High School Conference Room, 1202 N. Ellis, Groesbeck, Texas 76642.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as 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. INVOCATION**
- II. PLEDGE OF ALLEGIANCE**
- III. PLEDGE TO THE TEXAS FLAG**
- IV. REVIEW DISTRICT MISSION STATEMENT**
- V. EXECUTIVE SESSION**
 - A. Discuss commercial or financial information regarding BT Fewell Solar, LLC, with which Groesbeck ISD is conducting economic development negotiations (Tex. Gov't 551.087)
 - B. Consult with legal counsel, as necessary, to address legal concerns, implications, and questions regarding the posted agenda items (Tex. Gov't. 551.071)
- VI. RECONVENE IN OPEN MEETING**
- VII. DISCUSSION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION**
 - A. Recommendation regarding commercial or financial information regarding BT Fewell Solar, LLC, with which Groesbeck ISD is conducting economic development negotiations
 - B. Consult with legal counsel, as necessary, to address legal concerns, implications, and questions regarding the posted agenda items

**VIII. A RESOLUTION PROVIDING FOR THE DEFEASANCE AND
CALLING FOR REDEMPTION CERTAIN CURRENTLY
OUTSTANDING DISTRICT OBLIGATIONS AND OTHER
MATTERS IN CONNECTION THEREWITH**

BOND REDEMPTION SUMMARY

October 17, 2022

Scenario Presented

Scenario: Early Redemption of the Series 2018 and Series 2020 School Building Bonds with Excess I&S Funds

Summary of Parameters

Call Date of the Bonds: Series 2018 - February 15, 2023
Series 2020 - Any Date

Call Premium/Penalty: None

Maturities to be Redeemed: Series 2018 - 2024 to 2029
Series 2020 - 2024 to 2025

Amount of Bonds to be Redeemed: Series 2018 - \$1,805,000
Series 2020 - \$ 730,000

Interest Rates on Bonds to be Redeemed: Range from 2.00% to 3.00%

Summary of Analysis

<u>Scenario</u>	<u>Interest Cost Savings</u>
Redemption of the Series 2018 & Series 2020 School Building Bonds – Total Interest Cost Savings	\$233,800
Less: Estimated Costs of Issuance to Complete the Early Redemption	<u>\$ 5,000</u>
Redemption of the Series 2018 & Series 2020 School Building Bonds – Net Interest Cost Savings	\$228,800

Preliminary Schedule of Events

September 21, 2022 – Coordinate Redemption Resolution and Related Documents with Bond Counsel

October 3, 2022 – Provide Summary of the Early Redemption and Agenda Language to the District

October 14, 2022 – McCall, Parkhurst & Horton will Provide Redemption Documents to the District

October 17, 2022 – Board Meeting: Adopt a Resolution Authorizing Early Redemption of Certain Outstanding Bond Maturities

January 11, 2023 – McCall, Parkhurst & Horton will Provide Notice of Redemption to the Bondholders

February 1, 2023 – Notify Parties of Closing Instructions

February 14, 2023 – The District Will Wire Funds to the Paying Agent for Early Redemption

February 15, 2023 – Date of Redemption – Bonds Paid Off Early

Suggested Motion

Move to Adopt the Resolution Authorizing Early Redemption of Certain Outstanding Bond Maturities

GROESBECK INDEPENDENT SCHOOL DISTRICT

Preliminary Bond Redemption Analysis

Scenario: February 15, 2023 Early Cash Redemption of the Series 2018 and Series 2020 School Building Bonds with Excess I&S Funds

October 17, 2022

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Fiscal Year Ending (Aug 31)	Outstanding Debt Service	Less: Series 2018 Debt Service to be Redeemed (a)	Less: Series 2020 Debt Service to be Redeemed (b)	Plus: Feb. 15, 2023 Cash Redemption Debt Service	Debt Service Savings	Total Debt Service	Less: Use of I&S Fund (Increase to) Balance (c)	Net Debt Service	Estimated Taxable Value	Estimated Tax Rate @ 98%	I&S Tax Rate Increase
2023	\$ 1,745,044	\$ 27,075	\$ 7,300	\$ 2,535,000	\$ (2,500,625)	\$ 4,245,669	\$ 1,219,919	\$ 3,025,750	\$ 1,300,000,000	\$ 0.2375	
2024	1,749,676	236,375	371,000		607,375	1,142,301		1,142,301			
2025	1,749,337	235,750	373,700		609,450	1,139,887		1,139,887			
2026	1,123,475	377,800			377,800	745,675		745,675			
2027	1,126,075	377,450			377,450	748,625		748,625			
2028	1,124,275	381,725			381,725	742,550		742,550			
2029	1,121,575	380,625			380,625	740,950		740,950			
	<u>\$ 9,739,456</u>	<u>\$ 2,016,800</u>	<u>\$ 752,000</u>	<u>\$ 2,535,000</u>	<u>\$ 233,800</u>	<u>\$ 9,505,656</u>	<u>\$ 1,219,919</u>	<u>\$ 8,285,738</u>			

(a) Outstanding Principal = \$1,980,000. Callable Principal = \$1,805,000. Callable Interest Rates = 3.00%.

(b) Outstanding Principal = \$1,075,000. Callable Principal = \$1,075,000. Callable Interest Rates = 2.00%.

(c) Estimated I&S Fund Balance as of August 31, 2022 = \$2,555,852. Target I&S Fund Balance is approximately \$247,500.

A RESOLUTION BY THE BOARD OF TRUSTEES OF THE GROESBECK INDEPENDENT SCHOOL DISTRICT PROVIDING FOR THE DEFEASANCE AND CALLING FOR REDEMPTION CERTAIN CURRENTLY OUTSTANDING DISTRICT OBLIGATIONS; DIRECTING THE BOARD SECRETARY, OR A DESIGNEE THEREOF, TO EFFECTUATE THE REDEMPTION OF THESE OBLIGATIONS; DELEGATING TO CERTAIN DISTRICT OFFICIALS AND STAFF THE AUTHORITY TO EFFECTUATE MATTERS HEREIN RESOLVED; AND OTHER MATTERS IN CONNECTION THEREWITH

WHEREAS, the Board previously adopted an order on May 7, 2018 (the *2018 Bond Order*) authorizing the issuance of obligations designated as “Groesbeck Independent School District Unlimited Tax School Building Bonds, Series 2018,” dated May 15, 2015, in the original principal amount of \$2,295,000 (the *2018 Outstanding Obligations*); and

WHEREAS, the Board previously adopted an order on December 16, 2020 (the *2020 Bond Order* and, together with the 2018 Bond Order, the *Bond Orders*) authorizing the issuance of obligations designated as “Groesbeck Independent School District Unlimited Tax School Building Bonds, Series 2020,” dated December 15, 2020, in the original principal amount of \$2,695,000 (the *2020 Outstanding Obligations* and, together with the 2018 Outstanding Obligations, the *Outstanding Obligations*); and

WHEREAS, the 2018 Outstanding Obligations are currently outstanding in the principal amount of \$1,980,000 and mature on February 15 in each of the years 2024 through 2029 and are subject to redemption, at the District’s option, on February 15, 2023 or any date thereafter; and

WHEREAS, the 2020 Outstanding Obligations are currently outstanding in the principal amount of \$1,075,000 and mature on February 15 in each of the years 2024 through 2025 and are subject to redemption, at the District’s option, on August 15, 2021 or any date thereafter; and

WHEREAS, the Bond Orders provide the notice requirements to effectuate the respective redemption of the Outstanding Obligations that are subject to redemption prior to their applicable Stated Maturity; and

WHEREAS, it is in the best interest of the District and its residents to defease and redeem certain of the Outstanding Obligations prior to their Stated Maturity, extinguishing the District’s payment obligations with respect thereto at the time of defeasance, and calling certain of the Outstanding Obligations for optional redemption on February 15, 2023, all as herein provided; now, therefore,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GROESBECK INDEPENDENT SCHOOL DISTRICT THAT:

SECTION 1. The Board hereby authorizes an Authorized Official (hereinafter defined) to use District funds realized from interest and sinking fund tax collections or any other lawfully available sources (the *Defeasance Proceeds*), in an amount necessary and sufficient, prior to the end of the District’s fiscal year ending August 31, 2023, to defease \$2,535,000 in principal amount of the Outstanding Obligations to their February 15, 2023 redemption date (such identified Outstanding Obligations, the *Defeased Obligations*). An Authorized Official shall accomplish the

defeasance and redemption of the Defeased Obligations and may increase the principal amount of the Defeased Obligations after taking into account available District funds from the sources identified above and final costs related to the redemption, with the goal of maximizing the principal amount of the Defeased Obligations.

SECTION 2. An Authorized Official is authorized to and shall the cause the Defeased Obligations to be redeemed on February 15, 2023. This election to redeem is irrevocable upon adoption of this Resolution by the Board. The form of each Notice of Redemption for the respective Defeased Obligations are attached as Exhibit A hereto and incorporated by reference for all purposes.

The President and Secretary of the Board are authorized and instructed to give notice of redemption described herein to the paying agent/registrars for the Defeased Obligations for further delivery thereby to the holders thereof, as provided in the Bond Orders.

SECTION 3. Each Authorized Official is authorized to evidence adoption of this Resolution and to do any and all things necessary or convenient to effect the redemption of the Defeased Obligations herein described and otherwise give effect to the intent and purpose hereof.

SECTION 4. The Board hereby directs that Defeasance Proceeds shall include amounts sufficient to pay professional fees and expenses of the District's Bond Counsel, the District's Financial Advisor, the paying agent/registrars for the Defeased Obligations, and any other party whose services have been determined by the District to be necessary to accomplish the purpose and intent of this Resolution. Use of Defeasance Proceeds to pay these expenses is hereby approved.

SECTION 5. The recitals contained in the preamble hereof are hereby found to be true, and such recitals are hereby made a part of this Resolution for all purposes and are adopted as a part of the judgment and findings of the Board.

SECTION 6. All orders and resolutions, or parts thereof, which are in conflict or inconsistent with any provision of this Resolution are hereby repealed to the extent of such conflict, and the provisions of this Resolution shall be and remain controlling as to the matters resolved herein.

SECTION 7. This Resolution shall be construed and enforced in accordance with the laws of the State of Texas and the United States of America.

SECTION 8. If any provision of this Resolution or the application thereof to any person or circumstance shall be held to be invalid, the remainder of this Resolution and the application of such provision to other persons and circumstances shall nevertheless be valid, and the Board hereby declares that this Resolution would have been enacted without such invalid provision.

SECTION 9. It is officially found, determined, and declared that the meeting at which this Resolution is adopted was open to the public and public notice of the time, place, and subject matter of the public business to be considered at such meeting, including this Resolution, was given, all as required by Chapter 551, as amended, Texas Government Code.

SECTION 10. Though such parties may be identified, and the entry into a particular form of contract may be authorized herein, the Board hereby delegates to the Board President, Board Vice President, Board Secretary, Superintendent of Schools, and any Business and Finance

personnel (each of the foregoing, an *Authorized Official*) the authority to independently select the counterparty to any agreement with any contract that is determined by an Authorized Official, the District's Financial Advisor, or Bond Counsel to be necessary or incidental to carry out the provisions of this Resolution, as long as each of such contracts has a value of less than the amount referenced in Section 2252.908 of the Texas Government Code, as amended (collectively, the *Ancillary Bond Contracts*), and as necessary, to execute the Ancillary Bond Contracts on behalf and as the act and deed of the District. The Board has not participated in the selection of any of the business entities which are counterparties to the Ancillary Bond Contracts.

SECTION 11. Capitalized terms used but not otherwise defined herein shall have the same meanings as set forth in the Bond Orders.

SECTION 12. This Resolution shall be in force and effect from and after its final passage, and it is so resolved.

* * *

PASSED AND APPROVED, this the 17th day of October, 2022.

GROESBECK INDEPENDENT SCHOOL
DISTRICT

President, Board of Trustees

ATTEST:

Secretary, Board of Trustees

(DISTRICT SEAL)

[The remainder of this page intentionally left blank.]

EXHIBIT A

NOTICES OF REDEMPTION

(See Tab No. __)

- IX. **STAFF RECOGNITION**
- X. **PUBLIC COMMENT (Agenda/Non-Agenda Items)**
- XI. **DISTRICT INFORMATION**
- XII. **DISCUSSION AND POSSIBLE ACTION ON NOMINATION
FOR ROBERTSON COUNTY APPRAISAL DISTRICT BOARD
OF DIRECTORS**

Robertson Central Appraisal District

108 Morgan St., P O Box 998

Franklin TX 77856

Phone: 979-828-5800

Fax: 979-828-5137



Nancy Commander
Chief Appraiser

September 14, 2022

JAMES COWLEY
GROESBECK ISD
PO BOX 559
GROESBECK TEXAS 76642

Re: Robertson Central Appraisal District Board of Director Resignation

Please be advised Mr. David Ely has resigned as a member of the Board of Directors of the Robertson Central Appraisal District effective immediately. Therefore, Chairman Ross Simmons has requested notice be mailed to each taxing jurisdiction advising of the need to replace Mr. Ely.

In accordance with the Texas Property Tax Code Section 6.03(1),
If a vacancy occurs on the board of directors other than a vacancy in the position held by a county assessor-collector serving as a nonvoting director, each taxing unit that is entitled to vote by this section may nominate by resolution adopted by its governing body a candidate to fill the vacancy. The unit shall submit the name of its nominee to the chief appraiser within 45 days (Friday, October 28, 2022) after notification from the board of directors of the existence of the vacancy, and the chief appraiser shall prepare and deliver to the board of directors within the next five days a list of the nominees. The board of directors shall elect by majority vote of its members one of the nominees to fill the vacancy.

If you have any questions, please feel free to give me a call at 979-828-5800.

Sincerely,

Nancy Commander, RPA/RTA
Chief Appraiser
Robertson Central Appraisal District

RESOLUTION

**ROBERTSON CENTRAL APPRAISAL DISTRICT
BOARD OF DIRECTORS OFFICIAL BALLOT**

**BY ORDER OF RESOLUTION THE _____ MEMBERS, WITH QUORUM
PRESENT, HEREBY NOMINATE THE FOLLOWING CANDIDATE FOR THE REPLACEMENT OF BOARD
OF DIRECTORS DAVID ELY FOR THE REMAINDER OF THE 2022-2023 TERM**

PASSED AND ADOPTED THIS _____ DAY OF _____, 202____.

Date: _____

**XIII. DISCUSSION AND POSSIBLE ACTION ON REVISION OF
POLICY CO(LOCAL) - Food and Nutrition Management**

PROPOSED REVISIONS

Food Donation

The Superintendent shall be authorized to develop regulations for the District to donate or otherwise dispose of leftover food in accordance with law.

Meal Charges

State Law

As established by the Board, a student with an exhausted or insufficient balance on his or her meal card or meal account shall be allowed to continue to purchase meals ~~for up to three school days~~. The Superintendent shall develop administrative regulations for this grace period to address:

1. The District's processes for parent notification during the grace period, including a schedule for repayment; and
2. Whether the student will be limited to certain foods or beverages during this grace period, and, if so, the District's efforts to minimize overt identification of the student.

No fees or interest shall be charged by the District for meals purchased during the grace period.

Federal Law

For each campus that participates in the federal school breakfast or lunch programs under which students may incur a meal charge, the District's administrative regulations shall also address procedures for a student who has insufficient funds to purchase a meal following exhaustion of the grace period described above. The procedures shall address:

1. The parameters under which meals shall be served to the student;
2. The District's efforts to minimize overt identification of the student; and
3. How the District will attempt to collect unpaid debt in order to maintain the financial integrity of the food service account.

**XIV. PRESENTATION AND POSSIBLE ACTION ON 2022-2023
DISTRICT IMPROVEMENT PLAN (DIP) AND CAMPUS
IMPROVEMENT PLANS (CIPs)**

A. District Improvement Plan

Groesbeck Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential 14
 - Goal 2: Groesbeck ISD will encourage supportive parents and community members to become proactively involved in the education of our students. 19
 - Goal 3: Groesbeck ISD will employ highly competent faculty and staff to provide our students with a quality education in a safe and supporting environment. 20
 - Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources. 21
- District Improvement & Planning Committee 25
- District Funding Summary 26
- Addendums 29

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 overall accountability rating of a B.

- District Student Achievement rating is a C (77 out of 100)
- District Progress Rating is an A (90 out of 100)
- District Closing the Gaps rating is a C (71 out of 100)

Groesbeck Middle School earned a distinction for academic improvement in Social Studies.

Groesbeck High School earned a distinction for being in the top 25% in academic growth.

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 of students for each test.

Grade Level	Year	% Approaches	% Meets	% Masters
Grade 3 Reading	2018	70	34	19
	2019	66	30	18
	2021	64	29	18
	2022	81	49	25
Grade 3 Math	2018	67	23	9
	2019	76	43	23
	2021	66	34	11
	2022	73	41	22
Grade 4 Reading	2018	61	31	14
	2019	66	40	19
	2021	46	22	6
	2022	73	48	23
Grade 4 Math	2018	63	28	12
	2019	57	27	11
	2021	38	22	9
	2022	68	38	20
Grade 5 Reading	2018	74	41	23
	2019	75	42	22
	2021	49	21	15
	2022	69	35	17
Grade 5 Math	2018	89	46	15
	2019	89	42	21
	2021	52	23	10

Grade Level	Year	% Approaches	% Meets	% Masters
	2022	59	32	7
Grade 5 Science	2018	74	58	32
	2019	78	44	21
	2021	58	27	12
	2022	61	31	10
Grade 6 Reading	2018	61	28	8
	2019	69	40	23
	2021	49	23	11
	2022	73	42	18
Grade 6 Math	2018	79	38	12
	2019	85	58	31
	2021	64	27	12
	2022	71	45	16
Grade 7 Reading	2018	79	48	23
	2019	72	50	24
	2021	62	38	19
	2022	74	49	26
Grade 7 Math	2018	62	29	14
	2019	76	30	8
	2021	31	6	0
	2022	63	32	10
Grade 8 Reading	2018	76	38	20
	2019	81	47	15
	2021	67	46	25
	2022	72	48	33
Grade 8 Math	2018	49	5	1
	2019	71	24	1
	2021	63	37	5
	2022	69	33	11
Grade 8 Science	2018	58	29	13
	2019	68	30	7
	2021	56	31	17
	2022	57	25	11
Grade 8 Soc. Studies	2018	43	14	7
	2019	66	25	14
	2021	62	34	14
	2022	66	30	19
Algebra 1 EOC	2018	76	52	13
	2019	59	31	6
	2021	63	46	2

Grade Level	Year	% Approaches	% Meets	% Masters
	2022	80	45	24
Biology 1 EOC	2018	73	37	8
	2019	75	41	12
	2021	77	39	9
	2022	75	51	9
English 1 EOC	2018	54	33	3
	2019	57	33	4
	2021	61	40	4
	2022	58	38	8
English II EOC	2018	60	38	4
	2019	59	31	6
	2021	63	46	2
	2022	72	64	5
US HISTORY	2018	69	35	13
	2019	81	52	21
	2021	84	60	33
	2022	93	69	35

Student Learning Strengths

Groesbeck ISD has a 4-year graduation rate of 98.1 %

Historical Accountability Ratings (District Level)

2021-2022 B 84
2020-2021 Not Rated
2019-2020 Not Rated
2018-2019 B 80
2017-2018 C 76

We are trending in the right direction.

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

Personnel: Each position is evaluated for need prior to replacing or adding an employee. GISD, along with the rest of the nation continues 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. For the first time this year, we held our own GISD Job Fair, which was very successful with several attendees and three hires. The Early Notification Bonus instituted during the 2021-2022 school year allowed us the benefit of jumping into the applicant pool and hiring employees at a much earlier date than surrounding districts. 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 campus is served by at least one certified special education teacher who coordinates services to students served under IDEA. We have added a Math Coaches to the Elementary, Intermediate and Middle School Campuses. Additionally, the Elementary, Intermediate and Middle School Campuses each have both an RTI Math and Reading Teacher. Each Pre-Kindergarten class has a paraprofessional and a Foster Grandparent.

Information Management/PEIMS: Ascender is the Student Information System Groesbeck ISD uses for both student and business information management. A PEIMS Clerk was hired for the Elementary campus.

Professional Practices: Professional Development is planned in consultation with the Superintendent, Director of Instruction, Campus Administrators, and Teachers. The 2022-2023 school calendar contains four teacher comp-days. Staff is 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 TEPASA/TASSP will be available for staff. Additionally, grade level teams will meet regularly and district administrators will lead professional development throughout the year. All professional development is designed to support the program of instruction provided to students. Through the TCLAS Grant GISD has partnered with Region 12 to offer training and support for the following curriculum areas: 6th-8th RLA, 9th-12th English, K-8th Mathematics and K-8th Science. Teachers participate in either comprehensive or cohort trainings throughout the year. All newly hired elementary teachers who have not received certification through Reading Academies have begun their training.

Programs and Opportunities for Students:

GISD reviewed and updated the Emergency Operations Plan (EOP)

The award of the TCLAS Grant has allowed GISD to fully implement the following HQIM (High Quality Instructional Materials).

- Amplify- Reading/ Language Arts grades 6-8
- O'Dell-English 9-12
- Eureka-Math K-5
- Carnegie- Math 6
- STEMscopes-Science K-8 (not part of the TCLAS grant, this is a district supported program)

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 two years ago. Teachers in the remaining subjects will be required to follow the TEKS Resource System non-negotiable. 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.

Though the TCLAS Grant, we are providing Math Coaches on the Elementary, Intermediate and Middle School Campuses. The coaches attend weekly grade level planning meetings to assist teachers with internalizing the HQIM lessons for the week. Additionally, the coaches observe lessons and collect data to assist teachers with their craft. Math teachers 3rd-5th grade are taking part in the MIZ (Math Innovation Zone) portion of the TCLAS Grant. These teachers are being trained in the Blended Learning Model of instruction and use ZEARN software to support individual instruction for their students.

A district-wide Intervention Coordinator provides 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. Lead4ward Field Guides are available to Middle and High School teachers. All campuses are encouraged to use Lead4ward's instructional strategies. Students in grades 6-12 are issued a chromebook for the school year. Students take this chromebook home to use in the classroom and at home. Students in grade K-6 have access to chromebooks in the classroom. Internet Hot-spots are also available for students to check out and use at home.

District Processes & Programs Strengths

Updated EOP (Emergency Operations Plan)

Newly adopted and fully supported curriculum.

Professional development targeted to meet instructional needs and implementation of HQIM (High Quality Instructional Materials).

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%.

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 uses eNotes by Gabbart as a communication method. Gabbart eNotes provides the capability of sending text messages, emails, or voice calls to specific groups. The District is currently researching the possibility of implementing BRIX as our emergency notification system.

No campus met the designation of persistently dangerous.

Perceptions Strengths

All campuses met the definition of a safe campus.

The District passed the first round of Safety audits held in September.

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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

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

HB3 Goal

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each campus principal will report progress of special education students to the Board of Trustees. Strategy's Expected Result/Impact: At least 20% of Special Education students will score at the meets level on STAAR by 4%. Staff Responsible for Monitoring: Director of Special Programs, Principals</p> <p>Funding Sources: - Special Education Allocation</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize TEKS Resource System components consistently including the Year-at-a-Glance, the Instructional Focus Document, and the Performance Assessments for High School Math and Science and Social Studies across all grade levels. Strategy's Expected Result/Impact: The percentage of special education students scoring at the meets grade level will be at least 20%. Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>Funding Sources: - Title I</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will utilize the Reading/Language Arts Curriculum; Collaborative Literacy-grades K-5, Amplify-grades 6-8 and O'Dell- grades 9-12. Strategy's Expected Result/Impact: The percentage of special education students scoring at the meets grade level will be at least 20%. Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>Funding Sources: - TCLASS</p>	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 2: The percentage of all students and each sub-population of students scoring meets grade level will increase by at least 5%.

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize approved and adopted curriculum resources consistently and with integrity.</p> <p>Reading/Language Arts and English Curriculum: Collaborative Literacy - grades K-5 Amplify - grades 6-8 O'Dell - grades 9-12</p> <p>Math Curriculum: Eureka Math - grades K-5 Carnegie Math - grades 6</p> <p>Science Curriculum: STEMscopes - grades K-8</p> <p>Middle School Math High School Math, High School Science, Social Studies across all grade levels:</p> <p>TEKS Resource System components including the Year-at-a- Glance, the Instructional Focus Document and Performance Assessments</p> <p>Strategy's Expected Result/Impact: The percentage of students who score meets grade level will increase by at least 5%.</p> <p>Staff Responsible for Monitoring: Principals and Assistant Principals</p> <p>Funding Sources: - TCLASS, - EMAT</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GISD will standardize the electronic instructional resources used: Progress Learning for grades 1-6 and Edgenuity for grades 7-12, Zearn for grades 3-5, Reading Texas for grades 6-8.</p> <p>Strategy's Expected Result/Impact: The percentage of students who score meets grade level will increase by at least 5%.</p> <p>Staff Responsible for Monitoring: Principals and Assistant Principals</p> <p>Funding Sources: - TCLASS, - ESSER II, - ESSER III</p>	Formative		
	Dec	Feb	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: GISD will use Module Assessments, CBA's, 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>Strategy's Expected Result/Impact: Students will show growth in achievement.</p> <p>Staff Responsible for Monitoring: Principals and Assistant Principals</p> <p>Funding Sources: - ESSER III, - Title I</p>	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Accelerated Instruction (HB4545) will be provided for students who failed to perform satisfactorily on any Grade 3 through STAAR Assessment or any End of Course (EOC) Assessment.</p> <p>Strategy's Expected Result/Impact: Students will achieve learning targets.</p> <p>Staff Responsible for Monitoring: Principals, Intervention Co-Coordinator</p> <p>Funding Sources: - Rural and Low Income, - ESSER III</p>	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

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>Strategy 1: Intervention Coordinator will oversee the district intervention team and align district RTI documentation, accelerated instruction (HB4545) and services.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR test will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Intervention Coordinator, Director of Special Programs, Principals, Instructional Interventionists.</p> <p>Funding Sources: - ESSER III</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Master schedules will reflect time for accelerated instruction/intervention and teachers assigned to specific tutorials.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR Tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: - Title I, - ESSER III, - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: At least 75% of the STAAR Tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Director of Administrative Services, Director of Special Programs, and Principals</p> <p>Funding Sources: - Rural and Low Income, - Title I, - ESSER III</p>	Formative		
	Dec	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementation of Progress Learning's Lift Off as an individualized instructional tool and data driven progress monitoring component.</p> <p>Strategy's Expected Result/Impact: At least 75% of the STAAR Tests will show student growth or maintenance of masters grade level of achievement.</p> <p>Staff Responsible for Monitoring: Principals, Intervention Coordinator</p> <p>Funding Sources: - ESSER II</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 4: At least 30 students will earn an industry recognized certification.





Evaluation Data Sources: Industry Certifications Earned
Accountability Reports -- CCMR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: GISD will provide a wide-range of Career-Workforce Ready course such as CNA, Welding, Floral Design, Law Enforcement, Carpentry and Culinary.</p> <p>Strategy's Expected Result/Impact: The number of students who earn an industry recognized certificate and complete their chosen pathway will increase.</p> <p>Staff Responsible for Monitoring: GHS Counselors, Principal</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GHS will increase the number of certifications available to students to include ServSafe, CNA and Welding.</p> <p>Strategy's Expected Result/Impact: The number of students who earn an industry recognized certificate will increase.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Overhaul, modernize and expand the welding program.</p> <p>Strategy's Expected Result/Impact: By offering a state of the art welding program, an increase in program completers and welding IBC's will be obtained, increasing our CCMR ratings.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Ag Mech instructors</p>	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All branches of the Military will be invited to visit the high school campus to introduce their programs to our students.</p> <p>Strategy's Expected Result/Impact: A steady number of students will enlist in the military.</p> <p>Staff Responsible for Monitoring: High School Counselors.</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 2: Groesbeck ISD will encourage supportive parents and community members to become 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
 Newsletter
 Social Media
 Gabbarts eNotes
 Remind
 SMORE newsletters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: GISD contracts with Gabbarts eNotes to provide coordinated communication services. Some campuses use Remind as well. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principals, Director of Technology, Superintendent Funding Sources: - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District and Campus Staff will use electronic platform Google Classroom in addition to Websites, Social Media, Smore to distribute information to stakeholders. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Superintendent, Administrative Assistant, Principals Funding Sources: - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students, parents and guardians will have access to the parent portal on Ascender, which will provide updates on student attendance and grades. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers Funding Sources: - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Groesbeck ISD will employ highly competent faculty and staff to provide our students with a quality education in a safe and supporting 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>Strategy 1: The District will send groups of teachers and administrators to the following professional conferences; Lead4ward, TASSP, TEPSA, other as identified.</p> <p>Strategy's Expected Result/Impact: Teachers and Administrators will attend quality professional development.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Principals</p> <p>Funding Sources: - Title II</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The District will participate in Region 12 cooperative offerings.</p> <p>Strategy's Expected Result/Impact: Staff will attend quality professional development.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Instruction</p> <p>Funding Sources: - Title II</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: GISD will contract with Jennifer Conner (ESC 12) for support and training on the use of the effective Schools Framework. She will provide support and training to principals throughout the year.</p> <p>Strategy's Expected Result/Impact: Staff will receive quality professional development.</p> <p>Staff Responsible for Monitoring: Director of Instruction</p> <p>Funding Sources: - Title II</p>	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

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

High Priority

Evaluation Data Sources: District Emergency Operations Plan
 Safety Drill Reports
 Safety and Security Upgrades (Hardening of Facilities)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The District will evaluate and update the Emergency Operations Plan. Strategy's Expected Result/Impact: The District will have a current Emergency Operations Plan. Staff Responsible for Monitoring: Superintendent, District Safety Coordinator</p> <p>Funding Sources: - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each Campus will complete regular safety drills. Strategy's Expected Result/Impact: Each campus will conduct regular safety drills. Staff Responsible for Monitoring: District Safety Coordinator, Principals, Assistant Principals</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All visitors will be screened using the Raptor system. Strategy's Expected Result/Impact: Eliminate the possibility of sexual offenders from entering the facilities. Staff Responsible for Monitoring: Director of Students Services, Assistant Principals</p> <p>Funding Sources: - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Upgrades to campus interior and exterior cameras, keyless door entries and P.A. systems. Strategy's Expected Result/Impact: Closer monitoring of activity on campuses and clearer communication. Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Groesbeck ISD is now part of the Texas School Guardian Program.</p> <p>Strategy's Expected Result/Impact: Stop an active shooter with the use of deadly force.</p> <p>Staff Responsible for Monitoring: Superintendent , GISD School Board</p> <p>Funding Sources: - General Fund -- Local Funding</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

Performance Objective 2: The District will follow TEA and CDC Guidelines in cleaning facilities to decrease the transmitting of communicable illnesses.





High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Custodial and Transportation Staff will use Victory Backpack Electric Sprayer and Victory Cordless Handheld Electrostatic Sprayer to disinfect building and school vehicles.</p> <p>Strategy's Expected Result/Impact: Facilities will be clean and safe for students and staff.</p> <p>Staff Responsible for Monitoring: Custodial Supervisor, Director of Maintenance</p> <p>Funding Sources: - ESSER III</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Groesbeck ISD has contracted with Germ Blast, a disinfection service, to provide services twice a semester.</p> <p>Strategy's Expected Result/Impact: Decrease in communicable illnesses.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: - ESSER III</p>	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

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		
<p>Strategy 1: The award of the MIZ (Math Innovation Zone) through the TCLAS grant, along with the award of the TEA Blended Learning Grant (Reading) will provide training to staff (MIZ grades 3-5 and BLG grades 6-8). Blended learning combines online learning with face to face teacher instruction to help teachers effectively differentiate instruction for all students.</p> <p>Strategy's Expected Result/Impact: Instructional learning gaps will decrease.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Principals</p> <p>Funding Sources: - MIZ, - TCLASS</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	James Cowley	Superintendent
District-level Professional	Cindy Ensminger	Director of Instruction
District-level Professional	Deana Rand	Director of Administrative Services
District-level Professional	Melody Sadler	Director of Special Programs
Classroom Teacher	Jill Arbor	Classroom Teacher
Classroom Teacher	Wendi Brightwell	Classroom Teacher
Classroom Teacher	Joanna Carpenter	Classroom Teacher
Classroom Teacher	Roberto Gomez	Classroom Teacher
Non-classroom Professional	Rebecca Reeves	Instructional Coach
Non-classroom Professional	Josephia Gonzales	Classroom Teacher
Community Representative	Bryce Worsham	Business Owner
Community Representative	Jordan Chiglo	Business Owner
Parent	Callie Whitaker	Parent
Parent	Teresa Worsham	Parent
Parent	Bill David Sadler	Parent

District Funding Summary

General Fund -- Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
4	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
Sub-Total					\$0.00
Special Education Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00

Rural and Low Income					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	3	4			\$0.00
Sub-Total					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
TCLASS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
MIZ					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
Sub-Total					\$0.00

EMAT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00

Addendums

B. Groesbeck High School Campus Improvement Plan

Groesbeck Independent School District

Groesbeck High School

2022-2023 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 2022-2023 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 safety measures and meeting the current and projected educational needs of all students with an emphasis on security. 23

Comprehensive Needs Assessment

Revised/Approved: September 22, 2022

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 461 students with 136 ninth graders, 113 tenth graders, 125 eleventh graders, and 87 twelfth graders. The average attendance rate is approximately 95.2%.

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

There are 58 members of the Faculty and Staff this year. There are 40 teachers, 1 Assistant Principal, 2 Counselors, 1 ESL Coordinator, 11 Paraprofessionals, 1 Administrative Assistant, 1 Attendance Clerk, and 1 Registrar with more than 80% of the staff possessing a Bachelor's degree, 16% with a Master's degree and approximately 5.8% 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 40 Teachers members, 3 are vocational in nature and serve in our CTE programs of instruction to bring a wealth of hands-on job related experience into the classroom.

Student Learning

Student Learning Summary

The 2022 Accountability shows a campus rating of "B". One Distinction in overall comparative was attained. 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 diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

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
- T-TESS 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

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2022-2023 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.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review and maintain consistency in the district RTI process.</p> <p>Strategy's Expected Result/Impact: RTI will be aligned and enforced within GISD.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Education Teachers, Classroom Teachers, Principal, Assistant Principal, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be trained in RTI and will participate in the processes, review data and progress in order to modify and/or enforce RTI processes.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase as interventions become targeted/specific.</p> <p>Staff Responsible for Monitoring: Special Education Director, Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Master schedule will be designed to maximize support for student success.</p> <p>Strategy's Expected Result/Impact: Strategic scheduling that allows for student success.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Student Data is updated and available in Eduphoria in the student profile.</p> <p>Strategy's Expected Result/Impact: Data is utilized to monitor and/or adjust instruction as needed.</p> <p>Staff Responsible for Monitoring: Success Teachers, Campus Administration, Teachers, Counselors</p>	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 2022-2023 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>Strategy 1: 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>Strategy's Expected Result/Impact: As students read and write more, skills will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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 2022-2023 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.

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

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2022-2023 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, CBA data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: At-risk students will have increased academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administration and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Academic performance on all STAAR EOC exams will improve by 3% for the 2022-2023 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>Strategy 1: Data dissections will be used by administration and EOC team to inform instruction and tailor instruction to meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Improve pedagogical practice to pinpoint deficit learning areas.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</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 eNotes.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: GHS will maintain a partnership with community via Dual Credit classes, Dual Enrollment courses, CTE course work and potential practicums, Dual Enrollment, eNOTES, email, Athletic events, Fine Arts performances, UIL, FFA activities, and the Career Prep courses, etc.</p> <p>Strategy's Expected Result/Impact: Stakeholders will become actively vested in student achievement.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GHS will maintain partnerships with parents through communication and activities to which they are invited.</p> <p>Strategy's Expected Result/Impact: Parent participation will increase and they will become actively involved in student achievement.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Feb	May
 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>Strategy 1: Increased two way communication with all stakeholders to improve overall student performance and stakeholder involvement in the day to day processes of classroom and extracurricular activities in the high school.</p> <p>Strategy's Expected Result/Impact: Better academic performance for all students; better teacher morale due to increased support from parents and community.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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>Strategy 1: GHS staff will be trained in David's Law and implement procedures to be in compliance with the law. Resources will be made available to faculty, staff, students and community via GISD website, virtual student assemblies, posters/flyers (both student and administration generated) including the Dan Korem SNAPSHOT training.</p> <p>Strategy's Expected Result/Impact: Reduce the incidents of bullying and cyber bullying. Resources will be easily accessible.</p> <p>Staff Responsible for Monitoring: Administration and counselors</p>	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 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		
<p>Strategy 1: Campuses will work with parents and students to create Truancy Prevention Plans. Strategy's Expected Result/Impact: The students attendance rate will be at least 94.5% Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GHS will enforce state attendance laws in regards to course credit and truancy. Strategy's Expected Result/Impact: The students attendance rate will be at least 94.5% Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: School personnel will increase awareness among students, parents, and community members of the importance of regular school attendance through the GHS website, personal communication, individualized meetings, class meetings in the fall and in the Spring. Strategy's Expected Result/Impact: The students attendance rate will be at least 94.5% Staff Responsible for Monitoring: Principal, Assistant Principal, Faculty and Staff</p> <p>Title I: 2.5</p>	Formative		
	Dec	Feb	May
 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>Strategy 1: GHS teachers will be trained in TEKS Resource System, Lead4ward, and Eduphoria. Best practices are consistently supported by faculty and staff.</p> <p>Strategy's Expected Result/Impact: Training</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 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		
Strategy 1: Continue to review and support processes with teachers (TTESS, Forethought and TEKS Resource System). Strategy's Expected Result/Impact: Forethought, Aware, Unit assessments/CBA's, TEKS Resource System Staff Responsible for Monitoring: Administration	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 safety measures and meeting the current and projected educational needs of all students with an emphasis on 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>Strategy 1: All the plans mentioned above lead to a safer, more structured, and well disciplined environment that will be conducive to learning and growing young adults into productive members of this community and beyond.</p> <p>Strategy's Expected Result/Impact: Meeting minutes, resolved work orders, the actual physical appearance of the facility, the written and documented plans for each on file will show evidence of working systems.</p> <p>Staff Responsible for Monitoring: Administration and committees that develop the plans.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Maintain our facilities and increase the efficacy of the building in safety measures and meeting the current and projected educational needs of all students with an emphasis on 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		
<p>Strategy 1: GHS will continue routine cleaning responsibilities to assist the custodial crew in keeping the building disinfected.</p> <p>Strategy's Expected Result/Impact: Clean facilities, reduced incidences of COVID-19 spread.</p> <p>Staff Responsible for Monitoring: Administration and staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GHS will increase number of monitored student entrance and exit points to reduce traffic flow in the hallways when entering and leaving the facility.</p> <p>Strategy's Expected Result/Impact: Reduced chances of spread of infection by minimizing points of contact.</p> <p>Staff Responsible for Monitoring: Administration and morning/afternoon duty crew.</p>	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

C. Groesbeck Middle School Campus Improvement Plan

Groesbeck Independent School District

Groesbeck Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Social Studies



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
 - Needs Assessment Overview 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
 - Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential 13
 - Goal 2: Groesbeck ISD will encourage supportive parents and community members to become proactively involved in the education of our students. 22
 - Goal 3: Groesbeck ISD will employ highly competent faculty and staff to provide our students with a quality education in a safe and supporting environment. 26
 - Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources. 28
- 2022-2023 Site Based Decision Making Team 31

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Groesbeck Middle School is committed to further increasing the level of rigor in all classes, with special attention given to core academic classes. Elevating the questioning and instructional strategies used by our teachers will enable us to address the lack of students achieving the Meets and Masters categories on STAAR. RTI will focus on all categories of students including students that have already met the Approaches category and are close to achieving the Meets category. In addition, planning and instruction will be deliberately focused on closing the gaps in learning for our special populations in both reading and math as well as SPED/504 students in all categories.

Demographics

Demographics Summary

Groesbeck Middle School is a seventh and eighth grade campus in which 274 students were enrolled during the 2021-2022 school year. ADA was 250 students which equals an average attendance % of 96.2% for the school year. There were an average of 139 7th grade students and 123 8th grade students. Of the 274 students our demographic data was as follows:

Ethnicity/Race distribution: White=146 students=53%; Hispanic=82 students=30%; African American=34 students=12%; Asian, American Indian, Two or More 9 students=3%

At-risk students=182 students=58%; Economically disadvantaged= 166 students=61%; EcoDis SPED= 47 students= 17%; LEP, Migrant, Homeless=6%

Special Program Participation Counts: SPED=46 students=17%; CTE=45 students=17%; GT=33 students=13%; GT participation by E/R distribution= W=24 students=72%; H, A, AA= 15% (% for this category are a % of the GT population not campus)

2018-2019 Mobility rate was 17%.

Staff: 100% of teachers are state certified in their content area. There were 22 teachers, 6 instructional assistants, 1 assistant principal, 1 principal, 1 counselor, 3 non-classroom staff. For the 2019-2020 school year, an assistant principal is not on campus.

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

Demographics Strengths

All of the instructional staff were certified in the content area they teach. The instructional assistants completed a para certification. We also dedicated 2 staff members for RTI and intervention.

Attendance interventions were successful to improve attendance to 96.2%.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

GMS received the following ratings per domain: STAAR performance (domain 1)= C; School Progress (domain 2)=B; Academic Growth=B; Relative Performance (Eco Dis 63%)=C; Closing the gaps (domain 3)=C which generated an overall rating of a B as well as identified GMS for "Targeted Support".

STAAR Performance:

- Percent of Tests at Approaches GL or above:
 - All=67% scored Approaches or above for all tests.
 - Eco Dis=60% scored Approaches or above for all tests.
 - Hispanic= 59% scored Approaches or above for all tests.
 - African American=48% scored Approaches or above for all tests.
 - Two or more= 65% scored Approaches or above for all tests.
 - White= 77% scored Approaches or above for all tests.
 - SPED= 36% scored Approaches or above for all tests.
 - ELA/Reading ALL=73%
 - Math ALL= 66%
 - Science=ALL=56%
 - Social Studies=ALL=66%
- Percent of tests at MEETS GL Standard or above:
 - All= 37% Meets GL or above
 - Eco Dis= 28% Meets GL or above
 - African American= 23% Meets GL or above
 - White= 47% Meets GL or above
 - SPED= 20% Meets GL or above
- Percent of test at MASTERS GL Standard or above:
 - All= 18% Masters GL or above
 - Eco Dis= 12% Masters GL or above
 - Hispanic= 8% Masters GL or above
 - African American= 9% Masters GL or above
 - White= 26% Masters GL or above
- For a detailed report per content per sub population see attachments.

Domain 2 Student Progress

- Growth points earned= 85 (B)

Domain 3 Closing the Gap (MEETS Grade Level)= score of 74 (C)

•

Student Learning Strengths

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

We received a Social Studies Distinction for performance on the 8th grade STAAR Social Studies test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The rate at which students are moving from the "meets" to the "masters" category is sluggish across all grade levels and content areas. **Root Cause:** Lack of focus on enrichment as a result of state-wide emphasis on remediation.

School Processes & Programs

School Processes & Programs Summary

GMS had a staff of 22 certified personnel; one teacher per content area (10), 7 elective teachers, 2 SPED, 1 Dyslexia, 1 RTI. 4 teachers did not return to GMS. All certified staff combined had 301 years of experience which is an average of 12 years of experience per teacher. We had one counselor and one principal. GMS also had 7 instructional assistants for a total of 30 staff members.

Students had 8 classes and 1 tutorial period. Classes averaged 47 minutes each with a three minute passing period. Students could choose from the following classes as electives: Band, Art, Agricultural Science, Health, PE, Athletics, Tennis, Success Lab, Tech Apps, Healthcare, Theater, Applied Music Ensemble, General Employability, and Middle School Matters. RTI was serviced through tutorials and may have been pulled out once a week from one elective class period. There were opportunities for Co-Teach inclusion, CMC, Resource, and Lifeskills classrooms to service the needs of our SPED population. Dyslexia services were offered to students through tutorials and designated class periods. GT students were serviced through advanced classes and GT tutorials.

TEKS Resource, STEMScopes, Amplify, and Lead4ward were primary sources for curriculum and instruction.

School Processes & Programs Strengths

As a result of master schedule planning and coordination with GHS on shared staff, we were able to offer an increased number of elective options for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inclusion services for students were a limiting factor in student scheduling. **Root Cause:** Master schedule layout for core classes was not conducive to maximizing schedule flexibility.

Problem Statement 2 (Prioritized): Limited opportunities for teacher collaboration. **Root Cause:** Teachers of the same department do not have planning time together, and time constraints of shared staff limit large-group planning.

Perceptions

Perceptions Summary

GMS is dedicated to the academic success of our students. We commit daily to help students achieve through RTI, tutoring, and in class support. Despite our dedication to maximizing instructional minutes behavior continues to be an issue. There were 53 assignments of ISS and 22 assignments of OSS. Each assignment could have included multiple days of missed instruction. Despite having high expectations for behavior, classroom behavior such as disruption, apathy, defiance and disrespect were frequently reported. In addition, we have diligently worked to increase student attendance by monitoring, calling, sending letters, and designing plans for students that exhibit habitual attendance problems. We utilized after school opportunities to allow kids to recover lost instructional time.

Teachers and administrators called parents to include them in the instructional process, however, family engagement can still be improved.

Perceptions Strengths

Student attendance increased from 93.1% to 97.1% which is a significant increase.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student behavior impedes the maximization of classroom instruction. **Root Cause:** Apathy has become a primary concern with regards to student discipline; traditional disciplinary measures are limited in their ability to combat apathy.

Priority Problem Statements

Problem Statement 1: The rate at which students are moving from the "meets" to the "masters" category is sluggish across all grade levels and content areas.

Root Cause 1: Lack of focus on enrichment as a result of state-wide emphasis on remediation.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Inclusion services for students were a limiting factor in student scheduling.

Root Cause 3: Master schedule layout for core classes was not conducive to maximizing schedule flexibility.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: Student behavior impedes the maximization of classroom instruction.

Root Cause 2: Apathy has become a primary concern with regards to student discipline; traditional disciplinary measures are limited in their ability to combat apathy.

Problem Statement 2 Areas: Perceptions

Problem Statement 4: Limited opportunities for teacher collaboration.

Root Cause 4: Teachers of the same department do not have planning time together, and time constraints of shared staff limit large-group planning.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Enrollment trends

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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional minutes will be maximized by:</p> <ol style="list-style-type: none"> Greeting students at the door to gauge potential behavior, to address any student needs, to ensure that students are prepared. Meaningful, high level questions to prime thinking and ensure that students are on task. Timers will be used and students will be held accountable for completion of warm-up. Teachers will use warm-up answers to determine if there is immediate intervention required. Consistently implement and enforce routines and procedures in the classroom for effective transitions that minimize time off task. Students will close the lesson with an opportunity for reflection on the learning objective (Lead4ward Quick Checks). Students will determine their level of success with the content. Teacher will use the data collected to determine intervention and enrichment needs. <p>Strategy's Expected Result/Impact: Student achievement will be increased due to maximized time on task as well as utilization of research based feedback collection strategies (informal assessment) which will be used to drive instructional decisions. Student behavior will also improve as the expectations, procedures and routines will be consistently taught and reinforced.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, District Instructional Personnel, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative		
	Dec	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutorial period will be structured and planned by the content teacher. Students will remediate all four core content on specific days. Students will assist each other while reviewing current or spiraled content. On Wednesdays all students in both 7th and 8th grade will read for 30 minutes to build stamina.</p> <p>Strategy's Expected Result/Impact: Students will support each other in their remediation of core content improving both academic skills as well as social connection.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 2: The percentage of all students and each sub-population of students scoring meets grade level will increase by at least 5%.

High Priority

Evaluation Data Sources: Informal classroom assessment, Classroom unit assessments, District CBAs, Benchmarks, STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will analyze their assessment data to determine strengths as well as opportunities for growth. Students will set goals specific to content to highlight growth opportunities. Lead4ward resources will be used in the data talks with students. Students will be taught how to articulate their academic needs and how to seek help to address them.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement by helping students set goals and attain them. Successes will be celebrated and growth will be highlighted for students thus improving academic performance. Specific goals will be set to address opportunities for growth and students will be included in the plan to improve upon those opportunities.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teacher Counselor Students</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will keep a data binder that will systemically be updated to highlight trends, provide feedback on instructional strategies, pinpoint student specific needs and determine if students are growing academically.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to articulate students academic needs and design and implement a plan to address the needs which when addressed will improve academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teacher</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will regroup students based on data. Students that are near the next category of achievement will receive RTI intervention to help push them to the next level. Students that are 3-5 questions from Masters, 3-5 questions from Meets and 3-5 questions from Approaches will be pulled once a week for intervention based on STAAR data. Intervention will target the TEKS that are most heavily tested or that the individual student most frequently missed.</p> <p>Strategy's Expected Result/Impact: Students that participate in the weekly RTI will increase their STAAR scores enough to score in the next category.</p> <p>Staff Responsible for Monitoring: Principal Counselors Classroom Teachers RTI Interventionist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

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

High Priority

Evaluation Data Sources: Lesson Plans, Student Assessment Data, STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: GMS staff will implement a planning cycle which is as follows: Use TEKS Resource YAG to determine which TEKS will be taught in the unit Study the TEKS using the Lead4ward Field Guides and IFD from TEKS Resource Review and analyze any student data in regards to TEKS Review any common misconceptions and prepare for them prior to teaching the lesson Plan both formal and informal assessments for the unit Plan the instruction in chunks with specifically designed informal assessment Determine which brain compatible strategies best support the learning Determine delivery method for direct teach Determine intervention opportunities as well as enrichment opportunities After the lesson reflect on effectiveness based on data collected</p> <p>Strategy's Expected Result/Impact: When implemented effectively in the classroom behavior issues will be minimized, student engagement will be maximized and student achievement will increase. Also, studying the TEKS, both content and paired process TEKS, will increase the rigor of the activities designed for student learning.</p> <p>Staff Responsible for Monitoring: Principal District Instructional Personnel Counselor Classroom Teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 4: GMS will increase the scores of all students in Meets GL by 10% and Masters GL by 5% on the Math STAAR including all special programs.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: GMS will implement a math tutorial group for struggling students. Strategy's Expected Result/Impact: Improve the academic performance of struggling students. Staff Responsible for Monitoring: Classroom Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Math tutorial program to address all student needs. Groups will be pulled based on assessment data. Strategy's Expected Result/Impact: Increase student achievement by targeting specific needs. Staff Responsible for Monitoring: Principal Classroom Teachers Intervention</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will utilize daily warm-ups to spiral content that was not mastered during previous instruction.</p> <p>Strategy's Expected Result/Impact: Improve student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 5: Attendance will increase by 4% from 93.1% to 97.1% to increase academic performance.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students with exceptional attendance will be rewarded every three weeks. Students missing 3 or more days will receive a letter and meet to create a truancy prevention plan. Phone calls and home visits will be made when necessary. Students will also be rewarded daily while they are at lunch if attendance is over 97% .</p> <p>Strategy's Expected Result/Impact: Increased attendance correlates to an increase in academic performance due to exposure too content.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom Teacher Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom instruction will focus on relevancy and importance to students while utilizing student engagement to inspire students to attend school. GMS will provide opportunities for students to have fun at school while learning in collaboration with their peers.</p> <p>Strategy's Expected Result/Impact: Attendance will increase due to students wanting to come to school. Increased attendance</p>	Formative		
	Dec	Feb	May

will result in increased student achievement and willingness to come to school. Classroom disruptions and discipline issues will decrease.

Staff Responsible for Monitoring: Principal

Classroom Teachers

Support Staff

Counselors

Students

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture,

Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 6: Special programs such as SPED, 504, GT, At-Risk and LEP will all show increase in academic performance by 10% on both Reading and Math STAAR

High Priority

Evaluation Data Sources: STAAR

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

Goal 2: Groesbeck ISD will encourage supportive parents and community members to become 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.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold the following parental workshops to address current student needs: Title 1 SSI Bully Prevention Cyber Bullying Character Development 7 Mindsets Minimizing Test Anxiety Preparing for High School Transition to Middle School</p> <p>Strategy's Expected Result/Impact: Increased participation in the education process and social emotional health and safety of their students.</p> <p>Staff Responsible for Monitoring: Principal Counselor Classroom Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources:</p>	Formative		
	Dec	Feb	May





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide the opportunities for parents, students and community members to be involved in planning for overall school improvement:</p> <ul style="list-style-type: none"> 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>Strategy's Expected Result/Impact: Agendas and sign in sheets from meetings.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources:</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a communications team that can serve as the public relations team to promote the positive events and activities that occur on campus.</p> <p>Communications team will create the following social media accounts:</p> <ul style="list-style-type: none"> Facebook Instagram Twitter <p>Our goal is to celebrate and communicate at least 5-10 positive activities per week.</p> <p>Strategy's Expected Result/Impact: Create a positive image and foster trust from both parents and community members as well as promote events that are happening on campus.</p> <p>Staff Responsible for Monitoring: Principal Communications Team Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize student input to determine campus initiatives such as rewards and policies through surveys and focus groups.</p> <p>Strategy's Expected Result/Impact: Allow students to feel they have a voice in the decisions that affect them at school and to garner pride in our campus.</p> <p>Staff Responsible for Monitoring: Principal Campus Teachers Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</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 2: Groesbeck ISD will encourage supportive parents and community members to become proactively involved in the education of our students.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Dedicate time each day to ensure that communications with parents are current. Strategy's Expected Result/Impact: Improve Community Relations Staff Responsible for Monitoring: Principal, Secretary	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 3: Groesbeck ISD will employ highly competent faculty and staff to provide our students with a quality education in a safe and supporting environment.

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

High Priority

Evaluation Data Sources: STAAR Data, attendance certificates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide the following training: Inclusion training GT training Marcia Tate SEL Development Behavior Systems 7 Mindsets Lead4ward Data Desagregation Eduphoria TEKS Resource Google Forms Bullying prevention and all mandatory trainings for public school staff.</p> <p>Strategy's Expected Result/Impact: Provide the resources for staff to better serve our students to increase academic achievement through quality instruction.</p> <p>Staff Responsible for Monitoring: Principal Instructional Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources:</p>	Formative		
	Dec	Feb	May





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide the following Planning Opportunities for staff to promote overall school improvement:</p> <ul style="list-style-type: none"> A. Campus Improvement Planning B. Faculty Meetings C. District Improvement Planning D. Department Planning <p>Strategy's Expected Result/Impact: Meetings throughout the year will be provided in various avenues to better GMS. The stakeholders on the committees will provide input needed to make our school better.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources:</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 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

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

High Priority

Evaluation Data Sources: District Emergency Operations Plan
 Safety Drill Reports
 Safety and Security Upgrades (Hardening of Facilities)





Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to make use of 3rd party contractors to help disinfect facilities when illness becomes prevalent. Strategy's Expected Result/Impact: Increased attendance rates, less illness/absenteeism Staff Responsible for Monitoring: Principal	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

Performance Objective 2: The District will follow TEA and CDC Guidelines in cleaning facilities to decrease the transmitting of communicable illnesses.





High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Update new guidance from TEA/CDC and make that information available to staff, students, and parents. Strategy's Expected Result/Impact: Less illness, fewer absences, enhanced safety. Staff Responsible for Monitoring: Principal, Nurse	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 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

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		
Strategy 1: Dedicate time to assess current needs with regards to infrastructure and prioritize those needs in a practical manner. Strategy's Expected Result/Impact: Opportunities for greater substantive improvement to facilities. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Evan Ditmore	Principal
Classroom Teacher	Melanie Burns	Teacher
Classroom Teacher	Roberto Gomez	Teacher
Classroom Teacher	Lori Longenbaugh	Teacher
District-level Professional	Sue Waller	Director of Student Services
District-level Professional	Holly Black	ESL Coordinator
Non-classroom Professional	Marvin Pettis	Counselor
Non-classroom Professional	Brandy Ballard	SPED

D. Enge-Washington Intermediate Campus Improvement Plan

**Groesbeck Independent School District
Enge-Washington Intermediate
2022-2023 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
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential	10
Goal 2: Groesbeck ISD will encourage supportive parents and community members to become proactively involved in the education of our students.	15
Goal 3: Groesbeck ISD will employ highly competent faculty and staff to provide our students with a quality education in a safe and supporting environment.	17
Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.	19
Title I	22
1. Comprehensive Needs Assessment (CNA)	23
1.1: Comprehensive Needs Assessment	23
2. Campus Improvement Plan	23
2.1: Campus Improvement Plan developed with appropriate stakeholders	23
2.2: Regular monitoring and revision	23
2.3: Available to parents and community in an understandable format and language	23
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	23
3. Annual Evaluation	23
3.1: Annually evaluate the schoolwide plan	23
4. Parent and Family Engagement (PFE)	24
4.1: Develop and distribute Parent and Family Engagement Policy	24
4.2: Offer flexible number of parent involvement meetings	24
5. Targeted Assistance Schools Only	24
5.1: Determine which students will be served by following local policy	24
Title I Personnel	24
Campus Leadership Team	25
Department Team	26
Campus Administrator	27
Safety Committee	28
Threat Assessment Team	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

339 Students

19 classroom teachers

2 interventionists

1 math coach

1 Dyxlexia specialist

1 SPED/Dyslexia specilist

2 SPED teachers

4 SPED paraprofessionals

3 other paraprofessionals (content mastery/music, library, and ISS/floating sub)

2021-2022 STAAR Closing the Gaps

All Students 68% Approaches GL or above, 40% Meets FL or above, 17% GL Masters

African American 32%, 12%, 3%

Hispanic 67%, 33%, and 13%

White 74%, 48% and 20%

Asian 100%, 67%, 67%

Two or More Races 67%, 33%, 17%

Eco Dis 61%, 33%, 11%

EL 51%, 10%, 2%

SPED Current 38%, 23%, 8%

SPED Former 61%, 30%, 3%

Continuously enrolled 67%, 38%, 15%

Non-continuously enrolled 70%, 46%, 21%

Composite Score 42 (27 in 2021-22)

Overall A-F Scale - B (Not rated in 2021-22)

Demographics Strengths

15-point gain in Composite Score

Not rated in 2021-22 to B rating in 2022-23

Hispanic students scores came up from 16% Meets and 4% Masters to 33% Meets and 13% Masters.

Two or more races scores came up from 12% Meets and 0% Masters to 33% Meets and 17% Masters.

Former SPED scores came up from 15% Meets to 30% Meets,

Continuously and non-continuously enrolled scores also doubled.

Attendance Participation was 98% last year and 100% participation this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Target Component Scores vs Actual Component Scores All 42 vs 47* African American 16 vs. 36*** White 47 vs 58** SPED Former 31 vs 43** Continuously Enrolled 31 vs 43 ** **Root Cause:** Component scores were not determined after unit tests, benchmark exams, or MAP testing.

Problem Statement 2 (Prioritized): Above mentioned composite scores did not meet target. **Root Cause:** Student demographics change from year to year when parents fill out a new race and ethnicity form. This cause the demographic populations to change from year-to-year.

Problem Statement 3 (Prioritized): The Target Percentage of Students Performing at Meets GL vs Actual Percentage of Students Performing at Meets GL in Academic Achievement **Root Cause:** Accelerated Instruction will be more focused on all students Mastering all TEKS in each content.

Priority Problem Statements

Problem Statement 1: Target Component Scores vs Actual Component Scores All 42 vs 47* African American 16 vs. 36*** White 47 vs 58** SPED Former 31 vs 43** Continuously Enrolled 31 vs 43 **

Root Cause 1: Component scores were not determined after unit tests, benchmark exams, or MAP testing.

Problem Statement 1 Areas: Demographics

Problem Statement 4: Not all subpopulations met the Target for each indicator on STAAR.

Root Cause 4: More attention to subpop data should have been done throughout the school year and interventions in place based on this data.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: PBIS Rewards' store was a success, but the number of office referrals did not decrease.

Root Cause 5: Not specific enough on when referrals should be written versus restorative best practices and parent communication

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: We had a turnover of 9 positions on our campus this past year.

Root Cause 6: Some positions retired; some positions moved; one new position was added

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: New math curriculum was not implemented in its entirety

Root Cause 7: Teachers did not receive proper training

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Lack of parent volunteers

Root Cause 8: No system is in place

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 2: Above mentioned composite scores did not meet target.

Root Cause 2: Student demographics change from year to year when parents fill out a new race and ethnicity form. This cause the demographic populations to change from year-to-year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The Target Percentage of Students Performing at Meets GL vs Actual Percentage of Students Performing at Meets GL in Academic Achievement

Root Cause 3: Accelerated Instruction will be more focused on all students Mastering all TEKS in each content.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Goals

Revised/Approved: October 13, 2022





Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

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

HB3 Goal

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The general education teachers, the inclusion aide and special education teacher will work cooperatively to provide grade level instruction with accommodations to students who qualify for special education services.</p> <p>Strategy's Expected Result/Impact: Special education students will increase the percentage at the prescribed meets target.</p> <p>Staff Responsible for Monitoring: Principal, Director of Special Programs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A SPED Meeting will be held each grading period to discuss each SPED student's performance in all content classes and on standardized test throughout the year. Content teachers, diagnostiscians, SPED teachers, counselor, and administration will attend.</p> <p>Strategy's Expected Result/Impact: Special education students will increase the percentage at the prescribed meets target.</p> <p>Staff Responsible for Monitoring: Principal and SPED staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: An additional SPED Content Mastery teacher was added this year and we have 4 SPED paraprofessionals servicing all inclusion content areas. We also added a paraprofessional to our Life Skills classroom.</p> <p>Strategy's Expected Result/Impact: Special education students will increase the percentage at the prescribed meets target. Special Education students will have effective support through their entire school day with staff members that collaborate on their successes and weaknesses.</p> <p>Staff Responsible for Monitoring: Principal and SPED teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 2: The percentage of all students and each sub-population of students scoring meets grade level will increase by at least 5%.

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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. After-school Tutorials will be added in the spring.</p> <p>Strategy's Expected Result/Impact: Increased student performance throughout the school year by filling gaps that will lead to mastery of on-grade level TEKS.</p> <p>Staff Responsible for Monitoring: Principal and Content Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

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>Strategy 1: Students will track their own growth, as well as teachers monitoring mastery of TEKS. Small group instruction will be utilized to address the TEKS for each student that were not mastered in previous lesson or units.</p> <p>Strategy's Expected Result/Impact: Student growth will increase through individualized small group instruction</p> <p>Staff Responsible for Monitoring: Principal and Content Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A math coach was added to support the Eureka and Carnegie teachers in effective planning and delivery of TEKS-driven instruction.</p> <p>Strategy's Expected Result/Impact: Delivery of these math curriculums should impact the level of thought in all students</p> <p>Staff Responsible for Monitoring: Math Coach, Principal, Math Teachers, Curriculum Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will be trained in the format of the new STAAR 2.0 test questions and students will be given opportunities to practice with the question types. Think Up and Progress Learning are being implemented as additional supports with these question types.</p> <p>Strategy's Expected Result/Impact: Familiarity with the question types will build confidence and increase student performance on the new STAAR 2.0 tests.</p> <p>Staff Responsible for Monitoring: Principal, Content Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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: Goal 1: Groesbeck ISD will provide an educational environment conducive to assisting each student to achieve their highest academic potential

Performance Objective 4: At least 30 students will earn an industry recognized certification.

Evaluation Data Sources: Industry Certifications Earned
Accountability Reports -- CCMR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Career and Industry books will be highlighted in the library through specials rotations.</p> <p>Strategy's Expected Result/Impact: Students will become aware of multiple opportunities for careers in various industries.</p> <p>Staff Responsible for Monitoring: Principal and Librarian Aide</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Groesbeck ISD will encourage supportive parents and community members to become 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
 Newsletter
 Social Media
 Gabbarts eNotes
 Remind
 SMORE newsletters





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Principals and teachers will utilize Gabbart's eNotes (Notify) accounts to communicate with parents and students. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders Staff Responsible for Monitoring: Principal and all certified staff members</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Principal and campus staff will use electronic platforms such as the campus and district website, eNotes, Google Classroom and social media sites to distribute information to stakeholders. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Parent sign-in; Improved relations between school and home</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Grade Level Team Leaders</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</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 3: Groesbeck ISD will employ highly competent faculty and staff to provide our students with a quality education in a safe and supporting 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>Strategy 1: The campus/district will send groups of teachers and administrators to the following professional conferences, virtually or in person.</p> <p>Lead4ward Think! CAMT CAST TEPSA GT Conference Region 12 as appropriate for each job description and teacher professional needs</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will attend quality professional development to improve campus culture and student performance, Staff Responsible for Monitoring: Director or Curriculum, HR Director, and Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Groesbeck ISD will employ highly competent faculty and staff to provide our students with a quality education in a safe and supporting environment.

Performance Objective 2: Administration will provide weekly feedback to teacher through walkthroughs.





Evaluation Data Sources: Eduphoria Strive

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will conduct 5 formal walkthroughs each week and on-going informal classroom visits.</p> <p>Strategy's Expected Result/Impact: Walkthroughs will demonstrate performance indicators for staff in each TTESS dimension throughout the year.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

Performance Objective 1: The District will maintain a safe and orderly environment with 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>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Facilities will be clean and safe for students and staff.</p> <p>Staff Responsible for Monitoring: Custodial Supervisor and Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.





Performance Objective 2: The District will follow TEA and CDC Guidelines in cleaning facilities to decrease the transmitting of communicable illnesses.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will clean desks and Chromebooks on a regular basis. Hand sanitizer and soap and water will be available to students and staff at all times throughout the day.</p> <p>Strategy's Expected Result/Impact: Facilities will be clean and safe for students and staff.</p> <p>Staff Responsible for Monitoring: Teaching Staff, Custodians, and Principal</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 4: Quality and well-maintained facilities ensuring student safety while enhancing the learning environment and the extra curricular performance through available resources.

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		
<p>Strategy 1: All students will have access to a Chromebook in each class and special rotation, including Keyboarding without Tears.</p> <p>Strategy's Expected Result/Impact: Improve student confidence with use of technology and keyboarding; Improved STAAR Growth and Student Achievement</p> <p>Staff Responsible for Monitoring: All teachers, paras, and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

A staff survey was sent out at the end of last school year.

The leadership team meets to discuss campus data and needs throughout the school year.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan is developed and updated by the Leadership Team.

2.2: Regular monitoring and revision

The leadership team meets and goes over the campus plan at the checkpoints throughout the school year to determine % complete and evaluate campus needs.

2.3: Available to parents and community in an understandable format and language

The campus plan will be made available online on our campus website.

2.4: Opportunities for all children to meet State standards

We have developed WIN Time that will provide individualized instruction for all. Highly qualified staff have been hired. New curriculum and resources have been put in place that will address all TEKS and help students better prepare for the STAAR 2.0.

2.5: Increased learning time and well-rounded education

WIN Time is added to each student' schedule every school day. We will provide after-school tutorials in the spring. Lead4ward Strategies are used to engage all students.

2.6: Address needs of all students, particularly at-risk

Teachers were provided at-risk profiles for each student they teach that are in this reporting category. Teachers are to familiarize themselves with individual at-risk student need. All EWIS staff, Communities in Schools, counselor, backpack ministry, and ACE help meet these students' needs.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

This is done in May of each year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

A Title I meeting was held on August 15 prior to Meet the Teachers where the Principal presented a slideshow with all pertinent detail of what Title I is, as well as parental rights to know. A student compact pamphlet was created. This pamphlet and the annual ESSA letter were sent home on August 15 with registration packets. Dates of all parent engagement events were included. Each event is also publicized separately through Facebook and Notify.

4.2: Offer flexible number of parent involvement meetings

Meet the Teachers - August 15

Grandparents Day - September 9

Donuts with Grownups - September 28

Book Fair - November 14-18

Turkey BINGO - November 15 (Book Fair Open)

Father/Daughter Dance - February 10

Mother/Son Sports Night - April 14

Hawaiian Falls - May 22

*Other events as needs arise throughout the school year

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

N/A

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Stewart	Reading Interventionist	RtI	
Courtney Truett	Reading Interventionist	RtI	
Lesa Stone	Dyalexia Specialist	Dyslexia	

Campus Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Brandi Urban	Counselor
Administrator	Kelly Young	Principal
Administrator	Janis Royal	Assistant Principal
Reading Interventionist	Courtney Truett	Reading Interventionist
GT Teacher	Crala Pringle	GT Teacher
Classroom Teacher	Amy Davis	6th grade Team Leader
Classroom Teacher	Sharisa Sebesta	4th grade Team Leader
Classroom Teacher	Kodie Bluemel	5th grade Team Leader
Math Interventionist	Ashley Stewart	Math Interventionist
Non-classroom Professional	Lesa Stone	Dyslexia Specialist
Special Education Teacher	Tommy Vestal	Special Education Teacher
District-level Professional	Holly Black	ESL Coordinator
District-level Professional	Melody Sadler	Special Programs Director
Community Representative	Autumn Cox	Groesbeck PD

Department Team

Committee Role	Name	Position
Classroom Teacher	Sharisa Sebesta	4th grade Team Leader
Classroom Teacher	Kodie Bluemel	5th grade Team Leader
Classroom Teacher	Amy Davis	6th grade Team Leader
Administrator	Kelley Young	Principal
Administrator	Janis Royal	Assistant Principal

Campus Administrator

Committee Role	Name	Position
Administrator	Kelley Young	Principal
Administrator	Janis Royal	Assistant Principal
Non-classroom Professional	Brandi Urban	Counselor
District-level Professional	Rebecca Reeves	Math Coach

Safety Committee

Committee Role	Name	Position
Administrator	Kelley Young	Principal
Administrator	Janis Royal	Assistant Principal
Secretary	Shelby Anderson	Secretary
Paraprofessional	Melissa Menzel	Library Aide
Non-classroom Professional	Britney Prichard	Nurse
Non-classroom Professional	Lesa Stone	Dyslexia Specialist
Special Education Teacher	Tommy Vestal	Special Education Teacher
Non-classroom Professional	Courtney Truett	Reading Interventionist
Non-classroom Professional	Ashley Stewart	Math Interventionist
Communities in Schools	Melinda Montoya	Communities in Schools Representative
Non-classroom Professional	Alice Keeton	PE Coach
Classroom Teacher	Sharisa Sebesta	4th Grade
Classroom Teacher	Brooke Dodd	4th Grade
Classroom Teacher	Kodie Bluemel	5th Grade
Classroom Teacher	Heather Spann	5th Grade
Classroom Teacher	Amy Davis	6th Grade
Non-classroom Professional	Ashley Hall	Diagnostician
Non-classroom Professional	Heather Weihausen	Art Teacher

Threat Assessment Team

Committee Role	Name	Position
Administrator	Kelley Young	Principal
Administrator	Janis Royal	Assistant Principal
Counselor	Brandi Urban	Counselor
Secretary	Shelby Anderson	Secretary
Non-classroom Professional	Britney Prichard	Nurse
Classroom Teacher	Sharisa Sebesta	4th grade Team Leader
Classroom Teacher	Kodie Bluemel	5th grade Team Leader
Classroom Teacher	Amy Davis	6th grade Team Leader
Non-classroom Professional	Ashley Stewart	Math Interventionist
Non-classroom Professional	Courtney Truett	Reading Interventionist
Special Education Teacher	Tommy Vestal	Special Education Teacher

E. H. O. Whitehurst Campus Improvement Plan

Groesbeck Independent School District
H.O. Whitehurst Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: October 17, 2022
Public Presentation Date: October 17, 2022

Mission Statement

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

The mission of H.O. Whitehurst is to ensure that every student shows Growth with Grit and Grace.

Vision

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

The Vision of H.O. Whitehurst Elementary is to continue Inspiring Tomorrow's Leaders by Empowering Today's Learners.

Value Statement

G.I.S.D. - Every Kid a Winner!

H.O.W. - We are Respectful, Responsible, and Ready!

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 8
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- 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 24
 - Goal 3: Highly competent faculty and staff maintaining a quality education in a diverse and changing environment 27
 - Goal 4: Modern and well-maintained facilities meeting the current and projected educational needs of all students 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 500 students enrolled with 3 early childhood special education students, 67 pre-kindergartners, 123 kindergartners, 109 1st graders, 82 2nd graders and 116 3rd graders. H.O.W. has an average attendance rate of approximately 93.4%. Our average class size is 20.

The demographic makeup of H.O.W. is approximately 56% White, 29% Hispanic, 8% African American, 1% Asian, and 6% Two-or-More Races, which are 51% female and 49% male. H.O.W. consists of 54% economically disadvantaged, 8% English learner, 62% at risk, 13% special education students, 1% homeless, and 2% gifted and talented.

H.O.W. has 60.25 full time staff members which consist of 1 principal, 1 assistant principal, 1.5 counselors, 1 administrative assistant, 1 PEIMS/Registrar, 1 nurse, .5 student office aide, 25 general education teachers, 1 math coach, 2 RTI teachers, 1 physical education teacher, 1 diagnostician, 1 dyslexia teacher, 1 speech teacher, 4 SPED teachers, .25 gifted and talented teacher, and 17 paraprofessionals. Of the 60.25 staff members 19 are ESL certified.

2022 Overall Accountability Rating 80-B. Student Achievement 77-C/STAAR Performance Component Score 49. School Progress 82-B/Relative Performance (Eco Dis: 70%) Component Score 49. Closing the Gaps 75-C/Component Score 66.

Demographics Strengths

We added the following staff members for the 2022-23 school year: 1 PEIMS/Registrar; 1 Math Coach; 1 SPED Teacher; 1 SPED Paraprofessional; and 1 Kindergarten Teacher.

We received an Overall Accountability Rating of 80-B with Student Achievement 77-C/STAAR Performance Component Score 49; School Progress 82-B/Relative Performance (Eco Dis: 70%) Component Score 49; and Closing the Gaps 75-C/Component Score 66.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Two of our current classroom teachers are uncertified. **Root Cause:** Lack of applicants/Teacher shortage

Problem Statement 2: We are short a 1st grade and 3rd grade teacher. **Root Cause:** Lack of applicants/Teacher shortage

Student Learning

Student Learning Summary

2022 Overall Accountability Rating 80-B. Student Achievement 77-C/STAAR Performance Component Score 49. School Progress 82-B/Relative Performance (Eco Dis: 70%) Component Score 49. Closing the Gaps 75-C/Component Score 66.

STAAR Reading Meets GL or above 49% (7% greater than HB3 Goal); Hispanic 43% (13% greater than HB3 Goal); White 50% (2% greater than HB3 Goal); Eco. Disadv. 48% (15% greater than HB3 Goal); EL 29%; SPED 21% (2% greater than HB3 Goal); Cont. Enrolled 48% (6% greater than HB3 Goal); Non-Cont. Enrolled 55% (21% greater than HB3 Goal).

STAAR Math Meets GL or above 43% (10% less than HB3 Goal); Hispanic 46% (10% less than HB3 Goal); White 47% (20% less than HB3 Goal); Eco. Disadv. 40% (12% less than HB3 Goal); EL 57% ; SPED 21% (2% less than HB3 Goal); Cont. Enrolled 41% (10% less than HB3 Goal); Non-Cont. Enrolled 55% (2% less than HB3 Goal).

An average of 38.9% of the 1st-3rd grade students were served in Tier 2 and Tier 3 Reading.

An average of 36.3% 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 49% (7% greater than HB3 Goal); Hispanic 43% (13% greater than HB3 Goal); White 50% (2% greater than HB3 Goal); Eco. Disadv. 48% (15% greater than HB3 Goal); SPED 21% (2% greater than HB3 Goal); Cont. Enrolled 48% (6% greater than HB3 Goal); Non-Cont. Enrolled 55% (21% greater than HB3 Goal).

We received an Overall Accountability Rating of 80-B with Student Achievement 77-C/STAAR Performance Component Score 49; School Progress 82-B/Relative Performance (Eco Dis: 70%) Component Score 49; and Closing the Gaps 75-C/Component Score 66.

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 high-quality, research-based instruction in the general education setting (Tier 1).

Problem Statement 2: 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 high-quality, research-based enrichment in the general education setting (Tier 1).

Problem Statement 3 (Prioritized): Students are not consistently showing growth on academic curriculum. Over 25% of students are being served in RTI. **Root Cause:** Lack of

high-quality, research-based instruction in the general education setting (Tier 1).

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 Pre-Kindergarten through 2nd are self contained. 3rd Grade teachers team teach. e.g. one teaches math and social studies; the other teaches RLA and science. All students attend P.E., Music, Library, Technology and Character Ed in a rotating schedule.

We added the following staff members for the 2022-23 school year: 1 PEIMS/Registrar; 1 Math Coach; 1 SPED Teacher; 1 SPED Paraprofessional; and 1 Kindergarten Teacher.

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 (RTi) and Dyslexia Class.

GT students are pulled out for instruction three days a week for 45 minutes.

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

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

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); STEMscope (Science); and Studies Weekly (Social Studies).

We are using the following resources: Heggerty (Phonemic Awareness); Lalilo (RLA); Zearn (Math); and Progress Learning fka Education Galaxy (Intervention).

School Processes & Programs Strengths

Grade level team meetings are held at least once a week 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.

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.

H.O.W. students have access to Chromebooks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Curriculum and Resources are not being used/taught to full potential. **Root Cause:** Lack of Internalization Planning.

Problem Statement 2: Community Members /Stakeholders are not being utilized to enrich academic needs. **Root Cause:** When internalization is taking place, community members are not included as a resource.

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 Meetings; Book Fairs; Reading Night; Math Night; Student Goal Setting; 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. Members of the GPD assist with the purchases of books from the Book Fairs and drinks from Kona Ice.

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...

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, Remind, district/campus website, campus Facebook page, outdoor/indoor signage, weekly newsletters and campus activities.

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 parent involvement with academic needs. **Root Cause:** Parents are unaware of how or unable to support academics in the home.

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 high-quality, research-based instruction in the general education setting (Tier 1).

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 high-quality, research-based instruction in the general education setting (Tier 1).

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 and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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 25% on the 3rd Grade RLA STAAR

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports
RDA Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The general education teachers, the inclusion aides and the special education teachers will continue to work cooperatively to provide grade level instruction with accommodations to students who qualify for special education services.</p> <p>Strategy's Expected Result/Impact: The percentage of Current Special Education students scoring at the Meets grade level will increase to 25% on the 3rd Grade RLA STAAR</p> <p>Staff Responsible for Monitoring: Principal, Director of Special Programs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom teachers will continue to use PLC time to analyze formative and summative assessment data to track Special Education student progress and mastery of grade level skills with accommodations outlined in IEPs.</p> <p>Strategy's Expected Result/Impact: The percentage of Current Special Education students scoring at the Meets grade level will increase to 25% on the 3rd Grade RLA STAAR</p> <p>Staff Responsible for Monitoring: Principal and Director of Special Programs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</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 50% or above on the 3rd grade RLA STAAR.

High Priority

Evaluation Data Sources: STAAR Score Reports
Eduphoria Reports
RDA Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The general education teachers and the RTI teachers will continue to work cooperatively to provide individualized instruction to meet the needs of each student.</p> <p>Strategy's Expected Result/Impact: The percentage of Economically Disadvantaged students scoring at the Meets grade level will increase to 50% or above on the 3rd grade ELA/Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal, RTI Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers in K-3rd will take the time to internalize each lesson to ensure proper implementation of Collaborative Literacy and SIPPS.</p> <p>Strategy's Expected Result/Impact: The percent of 1st-3rd grade students scoring in the Oral Reading Level on the MAP Fluency Screener will increase to 65% or above.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Progress Learning fka Education Galaxy as a resource to provide targeted, accelerated instruction in reading and math.</p> <p>Strategy's Expected Result/Impact: All 1st -3rd grade students will increase by 10% on their Overall Performance on NWEAmap MOY and EOY.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Title 1 Reading and Math Specialists to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.</p> <p>Strategy's Expected Result/Impact: Less than 25% of 1st-3rd grade students will be served in RTI.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide staff training with the purpose of maximizing learning among students from culturally diverse backgrounds.</p> <p>Strategy's Expected Result/Impact: Our Hispanic and Economically Disadvantaged students will be at or above state standards on STAAR Reading and Math.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ESL Director RTI Staff Classroom Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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;">  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 3: The percentage of All Students scoring at the meets target will increase to 53% on the 3rd grade Math STAAR.





High Priority

Evaluation Data Sources: STAAR Score Reports

Eduphoria Reports

RDA Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in K-3rd will participate in weekly Internalization Planning Meetings to better understand Great Minds-Eureka Math</p> <p>Strategy's Expected Result/Impact: The percentage of All Students scoring at the meets target will increase to 53% on the 3rd grade Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will continue to 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.</p> <p>Strategy's Expected Result/Impact: The percentage of All Students scoring at the meets target will increase to 53% on the 3rd grade Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Unit Assessments CBA's</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: RTI Committee will continue to implement a tiered behavior system incorporating discipline strategies and classroom management.</p> <p>Strategy's Expected Result/Impact: A decrease in office referrals which will lead to an increase in instructional time.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</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 4: The percentage of students being served through RTI will decrease to 25% or below.

High Priority

Evaluation Data Sources: RTI Documentation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tier 1 instruction will ???</p> <p>Strategy's Expected Result/Impact: The percentage of students being served through RTI will decrease to 25% or below.</p> <p>Staff Responsible for Monitoring: Classroom Teachers RTI Teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 65%.

High Priority

Evaluation Data Sources: MAP Fluency Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in K-3rd will take the time to internalize each lesson to ensure proper implementation of Collaborative Literacy and SIPPS.</p> <p>Strategy's Expected Result/Impact: The percentage of 1st-3rd grade students moving from foundational skills to oral reading will increase to over 65%.</p> <p>Staff Responsible for Monitoring: All teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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%.

High Priority

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in K-3rd will take the time to internalize each lesson to ensure proper implementation of Collaborative Literacy and SIPPS.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: All teachers Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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%.

High Priority

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in K-3rd will take the time to internalize each lesson to ensure proper implementation of Eureka.</p> <p>Strategy's Expected Result/Impact: 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%.</p> <p>Staff Responsible for Monitoring: Math Coaches, Assistant Principal, and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
<p>Strategy 1: Teachers will utilize the GISD E-Notes and/or Remind accounts and weekly newsletters to communicate with parents. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Principal and Assistant Principal will use electronic platforms such as website and social media sites to distribute information to stakeholders. Strategy's Expected Result/Impact: Regular communication will be provided to stakeholders. Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	May
 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>Strategy 1: School personnel will increase awareness through the strategies provided on the 2022-23 H.O.W. Attendance Plan. The strategies include daily phone calls home, daily announcements, prizes every six weeks, semester awards, and etc...</p> <p>Strategy's Expected Result/Impact: Student attendance rate for the HOW campus will remain above 95%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus administration will continue to enforce state attendance laws in regards to truancy.</p> <p>Strategy's Expected Result/Impact: Student attendance rate for the HOW campus will remain above 95%.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	Feb	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus licensed Nurse will work with students, staff, and parents to increase health awareness and return to school plans.</p> <p>Strategy's Expected Result/Impact: Attendance rate will remain above 95%.</p> <p>Staff Responsible for Monitoring: Campus Registered Nurse Principal Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.

High Priority





Evaluation Data Sources: Professional Development Documentation

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

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

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>Strategy 1: The campus will complete regular safety audits and drills.</p> <p>Strategy's Expected Result/Impact: Completed Safety Drills</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Drill Calendar</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

XV. DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS

A. Minutes of Previous Board Meeting

Regular Board Meeting
MINUTES
09/19/2022
6:00 p.m.

Present: Tom Sutton, Bridgett Jackson-Tatum, Angela Crane, Aslone Foy (6:07), Ronnie Ferguson, Tiffany Burleson, Jud Hughes.

Others: Dr. James Cowley, Teresa Battrick, Cindy Ensminger, Sue Waller, Deana Rand, Evan Ditmore, Michael Milnes, Jennifer Lloyd, Jackie Ancelet, Alex Cannon, Gregory Gipson, Staci Kirk, Kelley Young, Roy DeFriend, Martha Longbotham, Jill Harryman, Colleen Longbotham, Charles Little, Shayne Sexton, Ava Sexton, Murray Agnew, Regina King, Tonya Glass, Kylie Dixon, Jason Milstead, Kayla Milstead, Rylee Milstead, Kelsie Hall, Jillian Thoele, Blair Brown, Jayden Carroll, Antonio Scarpati, Daniela Scarpati, Johnae King, Carra Williams, Jamekia Hutchison, Erin Harris, Mason Harris, Braedon Bondhus, Jennifer Bondhus, Dallie Bagley, Brandon Gonzalez, Lynn Glass, Dalyn Ash, Jake Ash, Gregory Gipson, Tripp Burleson, Stacie Carroll, Arnold Gray, Penny Gray, Amy Collier, Blake Collier, Damian McLean, Nicole Pringle, Joyce King, Vanessa Jones, Kolby Morgan, Klaire Kelley, Sofia Jimenez, Lyric Hargrove, Hannah Galvan, Elizabeth Cox, Constanza Alvarado, Laynee Morrow, Chloe Crane, Allie Verm, Aniuah Henderson, Lulu Pringle, Kaylee Flippin, Brittyn Bradley, Helen Smith, Charlie Agnew, Mattie Wilson, Janae Trojacek, Autumn Boyte, Ayahna Dunn, Lakaylen Blacknall, Hadyn Getz, Ally Moss, Bill David Sadler, Jessica Watson, Na'Kyra Hardaway, Betty Forge, Nathan Hardaway, Kaleb Allison, Robyn Moss, John Moss, Linda Sadler, Shanaeque Canada, Keith Collier, Robyn Nichols, Johny McMillan, Aidan Roark, Melanie Anderson.

Ronnie Ferguson gave the Invocation.

Tom Sutton called the meeting to order at 6:03 p.m.

Jud Hughes led the Pledge of Allegiance.

Angela Crane led the Pledge to the Texas Flag.

Bridgett Jackson-Tatum read the District Mission Statement.

Public Comments: Tonya Glass, Helen Smith, Roy DeFriend, Bill David Sadler, and Jason Milstead made public comments on support for naming the tennis courts after Jim Longbotham.

Jud Hughes stated that if the board wanted to go into executive session, that was fine, but he would like to skip to number 14 and make a recommendation. Motion by Jud Hughes, second by Tiffany Burleson to name the tennis courts after Coach Longbotham. There was no further discussion. Voting for: Tom Sutton, Angela Crane, Aslone Foy, Tiffany Burleson, Jud Hughes. Voting Against: Bridgett Jackson-Tatum and Ronnie Ferguson. Motion passed.

District Information: Dr. Cowley presented student enrollment of 1565, TEA online School Safety Course due September 30.

Dr. James Cowley presented the Texas School Safety Center Intruder Detection Audit for Enge-Washington Intermediate School. There were no findings. The form is very simple. We had zero indoors unlocked, zero interior unlocked, zero on three outside doors unlocked, yes for we have our door logs, and there were no findings. This was an unannounced visit. They go to three outside doors, then they check in and physically check every exterior door. They check to see if we have a policy that says all interior doors are to be locked and we do. They checked eight to ten interior doors and they were locked. They check the door logs that you check your exterior doors every week. There were no findings. The other campuses could potentially be visited. If we had a finding, we would have to have a public hearing, corrective action plan, safety committee meeting, and it has to be discussed in a board meeting. Ms. Waller, Mrs. Ensminger, and Dr. Cowley have done unannounced audits on campuses.

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

Consent Agenda: Tiffany Burleson asked about the donation to Enge-Washington Intermediate School, and Kelley Young has plans to use the donated funds for the students. Motion by Tiffany Burleson, second by Jud Hughes to approve the consent agenda. Motion carried unanimously.

- A. Minutes of Previous Board Meeting
- B. Consolidating Groesbeck ISD Payroll Account into Groesbeck ISD Operating Account with Citizens State Bank
- C. Donation(s)

Entered into Executive Session: 6:41 p.m.

Reconvened: 7:01 p.m.

Motion by Jud Hughes, second by Aslone Foy to accept recommendations as presented in executive session by Dr. Cowley. Motion carried unanimously.

Motion by Aslone Foy, second by Jud Hughes to accept applications for the Guardian Program. Motion carried unanimously.

There were no Board Member Comments, Reports, and Discussion.

Motion by Jud Hughes, second by Aslone Foy to adjourn. Motion carried unanimously.

Adjourned: 7:03 p.m.

Tom Sutton, Board President

Jud Hughes, Secretary

October 17, 2022
Date Approved

B. Budget Amendments

C. Quarterly Investment Report



Groesbeck Independent School District

Quarterly Investment Report

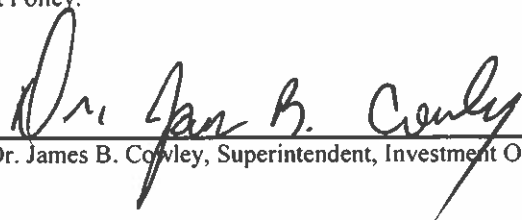
For the Quarter Ended

August 31, 2022

Prepared by

Valley View Consulting, L.L.C.

The investment portfolio of the Groesbeck Independent School District is in compliance with the Public Funds Investment Act and the District's Investment Policy.



Dr. James B. Cowley, Superintendent, Investment Officer

Disclaimer: These reports were compiled using information provided by Groesbeck Independent School District. No procedures were performed to test the accuracy or completeness of this information. The market values included in these reports were obtained by Valley View Consulting, L.L.C. from sources believed to be accurate and represent proprietary valuation. Due to market fluctuations these levels are not necessarily reflective of current liquidation values. Yield calculations are not determined using standard performance formulas, are not representative of total return yields and do not account for investment advisor fees.

Annual Portfolio Performance Summary

Fiscal Year End Results by Investment Category:

Asset Type	August 31, 2021			August 30, 2022		
	Avg. Yield	Book Value	Market Value	Avg. Yield	Book Value	Market Value
Pools/DDA/MMA	1.34%	\$ 6,316,254	\$ 6,316,254	0.79%	\$ 4,348,181	\$ 4,348,181
Securities/CDs	0.00%	-	-	1.48%	3,005,018	3,005,018
Totals		\$ 6,316,254	\$ 6,316,254		\$ 7,353,199	\$ 7,353,199

Fourth Quarter-End Yields **1.34%** **1.08%**

Average Quarter-End Yields - Fiscal Year (1)

	2021 Fiscal Year	2022 Fiscal Year
GISD	1.30%	0.64%
Rolling Three Month Treasury	0.06%	0.80%
Rolling Six Month Treasury	0.08%	0.76%
TexPool	0.05%	0.72%
Fiscal YTD Interest Earnings	\$ 133,069	\$ 50,140

(1) Average Quarterly Yield calculated using quarter-end report average yield and adjusted book value.

Summary

Quarter End Results by Investment Category:

Asset Type	May 31, 2022		August 31, 2022		
	Book Value	Market Value	Book Value	Market Value	Ave. Yield
Pools/DDA/MMA	\$ 8,767,300	\$ 8,767,300	\$ 4,348,181	\$ 4,348,181	0.79%
Securities/CDs	2,000,000	2,000,000	3,005,018	3,005,018	1.48%
Totals	\$ 10,767,300	\$ 10,767,300	\$ 7,353,199	\$ 7,353,199	1.08%

Average Quarterly Yield (1)		Average Quarter-End Yields - Fiscal YTD	
Total Portfolio	1.08%	Total Portfolio	0.64%
Rolling Three Month Treasury	2.26%	Rolling Three Month Treasury	0.80%
Rolling Six Month Treasury	2.03%	Rolling Six Month Treasury	0.76%
TexPool	2.16%	TexPool	0.72%

Interest Earnings (Approximate)

Quarter Interest Earnings	\$21,751
Year-to-Date Interest Earnings	\$50,140

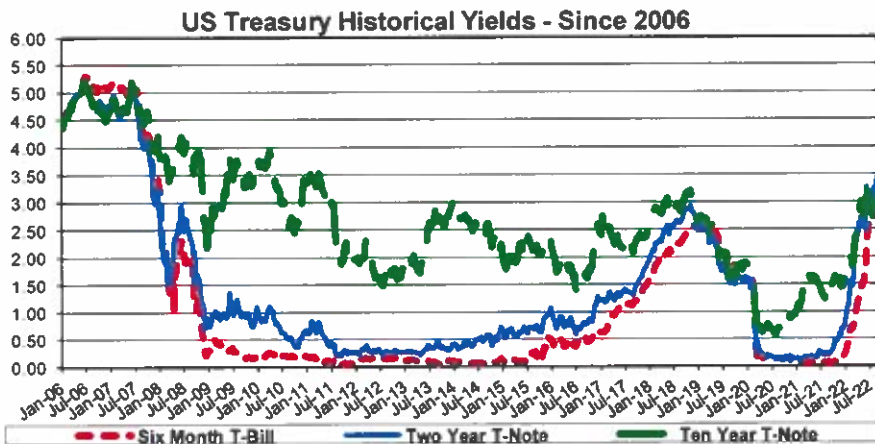
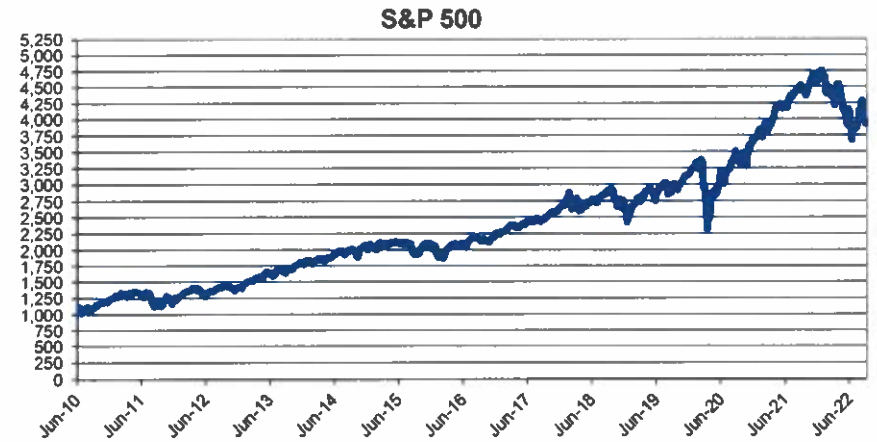
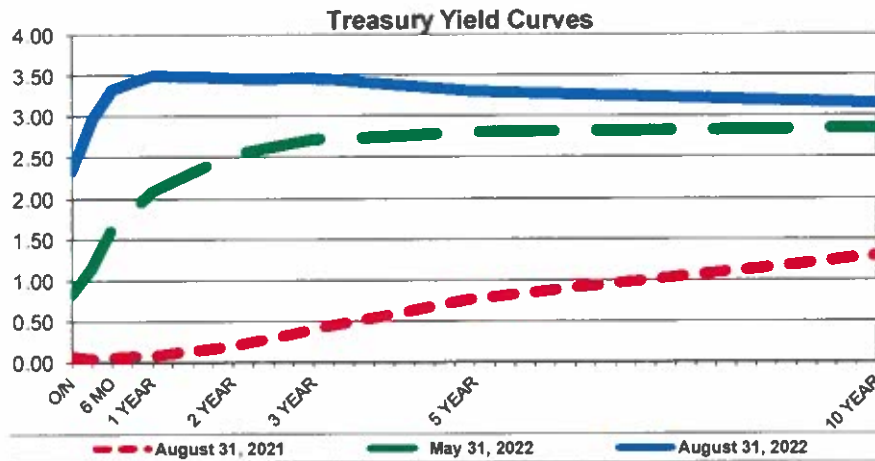
(1) **Average Quarter Yield** - calculated using quarter end report yields and adjusted book values; does not reflect a total return analysis, realized or unrealized gains/losses, or account for advisory fees. The yield for the reporting month is used for bank, pool, and money market balances.

(2) **Average Quarter-End Yields** - calculated using quarter end report yields and adjusted book values and does not reflect a total return analysis or account for advisory fees.

Economic Overview

8/31/2022

The Federal Open Market Committee (FOMC) raised the Fed Funds target range 0.75% to 2.25% - 2.50% July 27th (Effective Fed Funds are trading +/-2.30%). The FOMC continued actively reducing their balance sheet. An additional 0.50% - 0.75% increase is currently anticipated September 21. Second Quarter GDP (second estimate) recorded -0.6%. With two consecutive negative quarters, the "recession" label is being actively debated. August Non-Farm Payroll added 315k net new jobs with the Three Month Average decreasing to 378k. Crude oil remained below \$90 per barrel. The Stock Markets lost ground and are down +/-18% from the 2021 peak. The negatively sloped yield curve (6 months to 10 years) may indicated a peak in current interest rates. Inflation remained well over the FOMC 2% target (Core PCE +/-4.6% and CPI exceeding 8%).



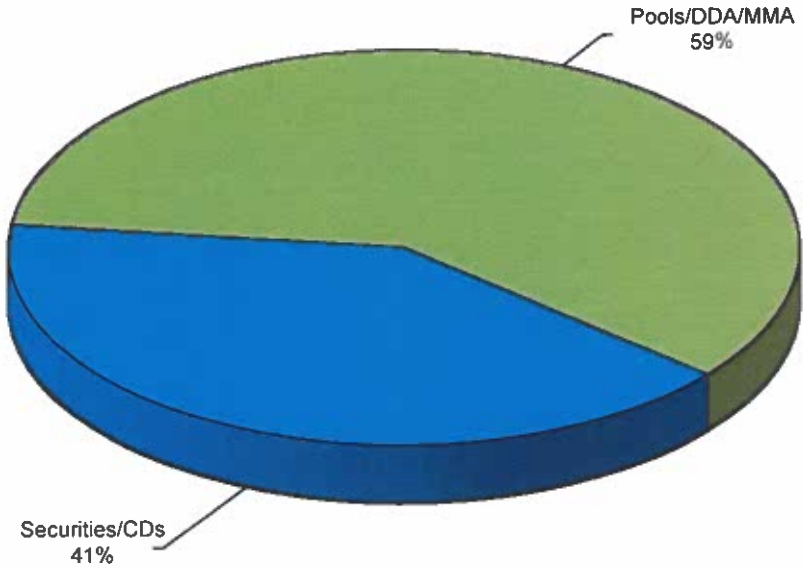
**Investment Holdings
August 31, 2022**

	Description	Coupon/ Discount	Maturity Date	Settlement Date	Par Value	Purchase Price	Book Value	Market Price	Market Value	Life (days)	Yield
Citizen's State Bank	Checking	0.15%	09/01/22	08/31/22	\$ 1,096,292	1.00	\$ 1,096,292	1.00	\$ 1,096,292	1	0.15%
Citizen's State Bank	MMA	1.00%	09/01/22	08/31/22	3,226,652	1.00	3,226,652	1.00	3,226,652	1	1.00%
InterBank	Cash Mgt	2.53%	09/01/22	08/31/22	25,237	1.00	25,237	1.00	25,237	1	2.53%
Citizen's State Bank	CD	0.75%	11/02/22	11/02/21	2,000,000	100.00	2,000,000	100.00	2,000,000	63	0.75%
East West Bank	CD	2.90%	06/30/23	06/30/22	1,005,018	100.00	1,005,018	100.00	1,005,018	303	2.94%
					\$ 7,353,199		\$ 7,353,199		\$ 7,353,199	59	1.08%
										(1)	(2)

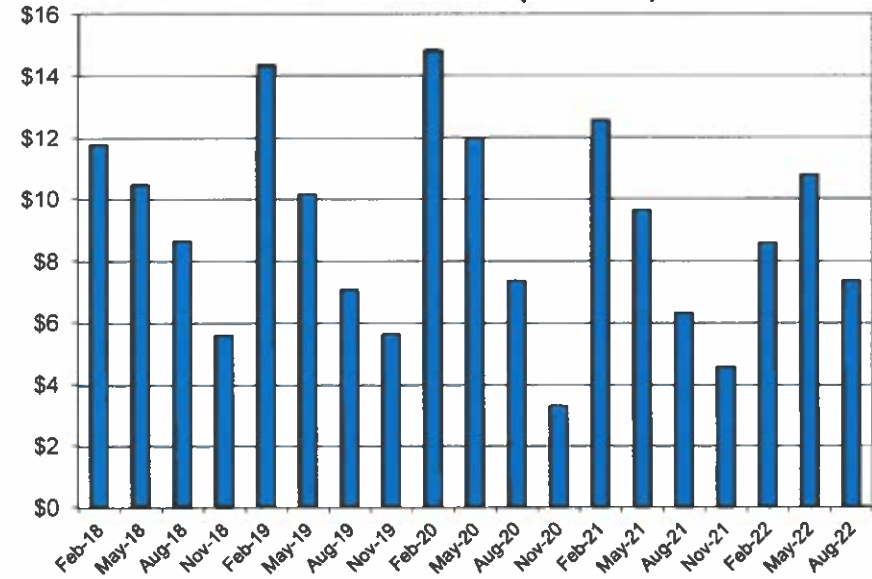
(1) **Weighted average life** - For purposes of calculating weighted average life, Bank Deposit, Local Government Investment Pool, and Money Market Mutual Fund investments are assumed to have a one day maturity.

(2) **Weighted average yield to maturity** - For purposes of calculating weighted average yield to maturity, realized and unrealized gains/losses, and Investment Advisor fees are not considered.

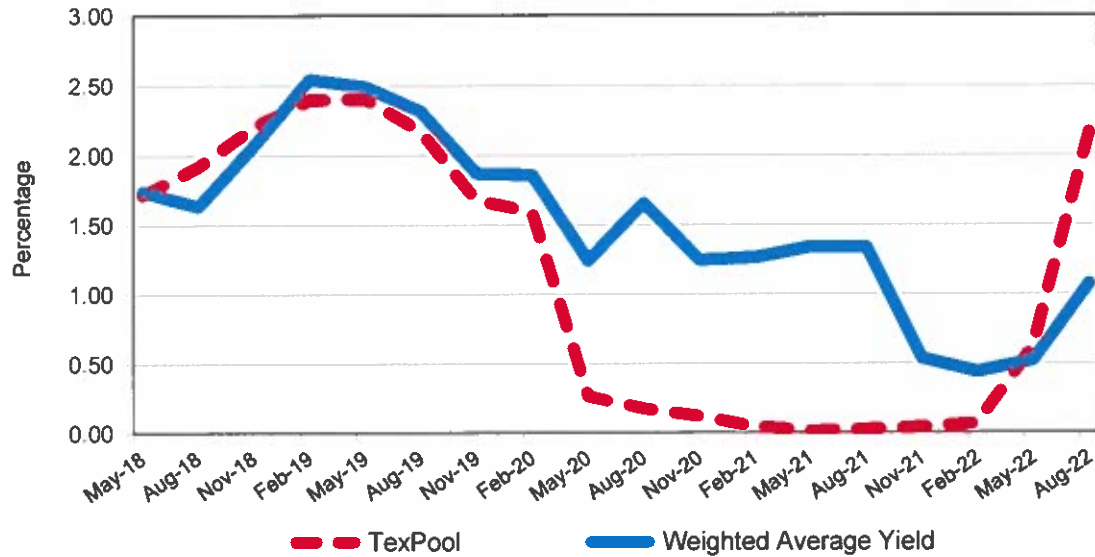
Portfolio Composition



Total Portfolio (Millions)



Portfolio Performance



Book & Market Value Comparison

Issuer/Description	Yield	Maturity Date	Book Value 05/31/22	Increases	Decreases	Book Value 08/31/22	Market Value 05/31/22	Change in Market Value	Market Value 08/31/22
Citizen's State Bank	0.15%	09/01/22	\$ 746,466	\$ 349,826	\$ -	\$ 1,096,292	\$ 746,466	\$ 349,826	\$ 1,096,292
Citizen's State Bank	1.00%	09/01/22	7,995,717	-	(4,769,066)	3,226,652	7,995,717	(4,769,066)	3,226,652
InterBank	2.53%	09/01/22	25,116	121	-	25,237	25,116	121	25,237
Citizen's State Bank	0.75%	11/02/22	2,000,000	-	-	2,000,000	2,000,000	-	2,000,000
East West Bank	2.90%	06/30/23	-	1,005,018	-	1,005,018	-	1,005,018	1,005,018
TOTAL / AVERAGE	1.08%		\$ 10,767,300	\$ 1,354,965	\$ (4,769,066)	\$ 7,353,199	\$ 10,767,300	\$ (3,414,101)	\$ 7,353,199

**Book & Market Value Allocated by Fund
August 31, 2022**

	Description/ Maturity	Total	General Operating	Activity Fund	Payroll Clearing	Scholarship Trust
Citizen's State Bank	Checking	\$ 1,096,292	\$ 791,910	\$ 70,324	\$ 230,775	\$ 3,283
Citizen's State Bank	MMA	3,226,652	3,226,652	-	-	-
InterBank	Cash Mgt	25,237	25,237	-	-	-
Citizen's State Bank	CD	2,000,000	2,000,000	-	-	-
East West Bank	CD	1,005,018	1,005,018	-	-	-
		\$ 7,353,199	\$ 7,048,817	\$ 70,324	\$ 230,775	\$ 3,283

**Book & Market Value Allocated by Fund
May 31, 2022**

	Description/ Maturity	Total	General Operating	Activity Fund	Payroll Clearing	Scholarship Trust
Citizen's State Bank	Checking	\$ 746,466	\$ 298,589	\$ 103,287	\$ 332,852	\$ 11,738
Citizen's State Bank	MMA	7,995,717	7,995,717	-	-	-
InterBank	Cash Mgt	25,116	25,116	-	-	-
Citizen's State Bank	CD	2,000,000	2,000,000	-	-	-
		\$10,767,300	\$10,319,423	\$ 103,287	\$ 332,852	\$ 11,738

D. PowerSchool Renewal

Prepared By: Nishanth M
 Customer Name: Groesbeck Independent School District
 Contract Term: 12 Months
 Start Date: 21-JAN-2023
 End Date: 20-JAN-2024
 Billing Frequency: Annually

Customer Contact: ~~Diana Freeman~~ **Deana Rand**
 Title: ~~Assistant Superintendent~~ **HR Director**
 Address: PO Box 559
 City: Groesbeck
 State/Province: Texas
 Zip Code: 76642
 Phone #: (254) 729-4100

Product Description	Quantity	Unit	Extended Price	
Initial Term 21-JAN-2023 - 20-JAN-2024				
License and Subscription Fees				
UT Applicant Tracking	1565	1,127.00	Students	USD 1,878.21
Unified Talent Records	1565	1,127.00	Students	USD 8,505.39
UT SchoolSpring Job Board Unlimited	1565	1,127.00	Students	USD 1,007.82

License and Subscription Totals: **USD 11,391.42**

Quote Total

Initial Term	21-JAN-2023 - 20-JAN-2024
Payment Total	USD 11,391.42

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 https://www.powerschool.com/MSA_Feb2022/, 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: Dr. James B. Cowley

Title: Chief Financial Officer

Title: Superintendent

Date: 10-OCT-2022

Date: 10/10/2022

PO Number: _____

E. National Incident Management System (NIMS) Resolution

National Incident Management System (NIMS) Resolution

NIMS uses a set of concepts, principles, procedures, processes, standards, and terminology that may all be integrated with school emergency management practices. The adoption of NIMS enables the district to be eligible for Federal preparedness monies and ensures greater communication between community partners and schools. The implementation of NIMS also provides for more efficient responses to school-based incidents.

The implementation of NIMS requires the following activities:

1. Adopt NIMS at the school and campus community level.
2. Institutionalize the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events.
3. Coordinate and support the development and use of integrated Multi-Agency Coordination System (MACS).
4. Establish a Public Information System (PIS) within the ICS framework.
5. Establish NIMS strategy and timeline for full implementation.
6. Update emergency management plans to incorporate NIMS and reflect National Response Framework (NRF).
7. Participate in and promote mutual aid agreements.
8. Key school and campus personnel complete NIMS training.
9. Incorporate NIMS and ICS into all emergency management training and exercises.
10. Participate in an all-hazard program based on NIMX that involves first responders from multiple disciplines and jurisdictions.
11. Incorporate corrective actions into preparedness and response plans and procedures.
12. Response Inventory – all schools maintain an inventory of organizational response assets – equipment, resources, and supplies.
13. Resource Acquisition – To the extent permissible by law, schools ensure that relevant national standards and guidance to achieve equipment, communication, and data interoperability are incorporated into acquisition programs.
14. Standard and Consistent Terminology

In order to ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, the Groesbeck ISD Board of Trustees formally adopts and approves the implementation of the National Incident Management System (NIMS) on the 17th of October, 2022.

President, Board of Trustees
Groesbeck Independent School District

ATTEST:

Secretary, Board of Trustees
Groesbeck Independent School District

F. Donation(s)

DONNIE A MORROW
MISTY L. MORROW
2030 FM 2705
MEXIA, TX 76667

5173
88-8637/3119

8/15/22
Date

Pay to the
Order of

Groesbeck FFA

\$ 500.⁰⁰/₁₀₀

Five Hundred

Dollars



1404 E. Milam
Mexia, TX 76667
254-562-9296

For

Chapter Donation

[Signature]

5173

The Farmers State Bank
MAIN OFFICE - BRANCH OFFICES
8000 BUCKLE, TX 76642
8000 BUCKLE, TX 76642
8000 BUCKLE, TX 76642
8000 BUCKLE, TX 76642

7111

GROESBECK CHAMBER OF COMMERCE
PH. 254-729-3894
P.O. BOX 326
GROESBECK, TX 76642

88-1503/1119



DATE 10/4/22

\$ 599.45

PAY TO THE ORDER OF

Fresh Creek ISD

Five hundred ninety-nine dollars 45/100

DOLLARS

<u>Bank of the River</u>			
<u>Chamber of Commerce</u>			

James E. Jenkins

THIS CHECK IS DELIVERED FOR PAYMENT ON THE ACCOUNTS LISTED



XVI. EXECUTIVE SESSION

- A. Review Recommendation for Employment (Tex. Gov't 551.074)
- B. Personnel Resignations, Leave of Absences, or Reassignments (Tex. Gov't 551.074)

XVII. RECONVENE IN OPEN MEETING

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

- A. Recommendation for Employment
 - I. Other Personnel Positions as Needed
- B. Personnel Resignations, Leave of Absences, or Reassignments

XIX. BOARD MEMBER COMMENTS, REPORTS, AND DISCUSSION

XX. ADJOURNMENT

If, during the course of the meeting, the Board may lawfully conduct a closed meeting as to all or part of any item on the agenda, then, in accordance with applicable law, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). The Board shall not conduct a closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given. Before any closed meeting is conducted, the presiding officer will publicly identify the section or sections of the Open Meetings Act or other applicable law authorizing the closed meeting. All final votes, actions, or decisions regarding any matter deliberated in a closed meeting shall only be taken in open meeting for which proper notice has been given. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

For the Board of Trustees