

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, September 18, 2023, beginning at 6:00 PM in the GISD Administration Office Board Room, 1202 N Ellis, Groesbeck, TX 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. CALL TO ORDER**
- II. INVOCATION**
- III. PLEDGES TO THE FLAGS**
- IV. REVIEW DISTRICT MISSION STATEMENT**
- V. PUBLIC COMMENT (Agenda/Non-Agenda Items)**
- VI. TEACHER OF THE MONTH RECOGNITION**
- VII. STUDENT PRESENTATION**
- VIII. CONSIDER AND APPROVE CONSENT AGENDA ITEMS**
 - A. Minutes of Previous Board Meeting

Regular Board Meeting
MINUTES
08/14/2023
6:00 p.m.

Present: Aslone Foy, Jim Longbotham, Tom Sutton, Jason Milstead, Stephen Bradley, Angela Crane (6:05). Absent: Bridgett Jackson-Tatum.

Others: Anthony Figueroa, Teresa Battrick, Cindy Ensminger, Jackie Ancelet, Rebeka Shols, Grace Smith, Sue Waller, Wesley McDaniel, Chris Hines, Jacob Taylor, Alex Cannon, Chris Roland, Melissa Smith, Bonnie Bomar, Evan Ditmore, Kristen Curry, Kelley Young.

Aslone Foy called the meeting to order at 6:00 p.m.

Jim Longbotham gave the Invocation.

The Pledges to the Flags were recited.

Tom Sutton read the District Mission Statement.

There were no public comments.

Schneider Electric representatives presented background information on the company and challenges for Groesbeck ISD, aging technology and buildings, limited funding, and access to service personnel. Presented conditions of each campus and solutions. Discussed pretest, control sequence, balance system, client services, on-site support, database protection, funding the project, 5-year agreement with \$275k yearly investment with 15-22% projected annual utility savings with a \$1.3 million estimated annual savings over a 20-year period. Discussed the state of the water at the high school chiller/boiler, piping, humidity, financing, time of completion, and third-party finances. Payments could possibly come from energy savings.

Anthony Figueroa presented the 2023-2024 Draft Budget. The budget is to be adopted on August 21st. Reviewed revenue, attendance, property values, tax effort, ADA, revenue components, debt service (bonds), going down on I&S and up on M&O tax swap of 3 cents and not affecting the tax rate. Reviewed food service and M&O revenue. Discussed TRE, major line items, transportation, facilities, safety, networking, fund balance(s), operating costs and having 2.467 months reserved instead of 3 months, and investment policy.

Motion by Jim Longbotham, second by Tom Sutton to approve August 21, 2023, as the date for the Public Hearing, and a Special Board Meeting to approve the 2023-2024 tax rate and the 2023-2024 budget. Motion carried unanimously.

Motion by Stephen Bradley, second by Tom Sutton to recommend approval for publication of a proposed tax rate of \$0.76800/\$100 for M&O and 0.20750 cents/\$100 for I&S tax equaling a total proposed tax rate of \$0.97550. Motion carried unanimously.

Motion by Jason Milstead, second by Stephen Bradley to approve the second reading of (LOCAL) policies offered by TASB Policy Service for Update 121. Motion carried unanimously.

Motion by Stephen Bradley, second by Jim Longbotham to approve Policy CLA(LOCAL) as presented. Motion carried unanimously.

Presentation of the 2023-2024 Student Handbook.

Motion by Jim Longbotham, second by Tom Sutton to approve the Groesbeck ISD 2023-2024 Student Code of Conduct. Motion carried unanimously.

Consent Agenda: Discussed fuel agreement and the 023-2024 Application for Maximum Class Size Exception Waiver. Motion by Stephen Bradley, second by Tom Sutton to approve the consent agenda. Motion carried unanimously.

- A. Minutes of Previous Board Meeting
- B. Budget Report and Amendments
- C. Quarterly Investment Report
- D. Memorandum of Understanding Between the HHSC and GISD for Provision of a Volunteer Station for the Foster Grandparent Program
- E. Fuel Agreement Extension
- F. Waiver(s): 2023-2024 Application for Maximum Class Size Exception
- G. 2023-2024 Teacher Appraisers
- H. Resolution No. 081423 (HB 3)
- I. Donation

Review of GISD Board Goals. Motion by Stephen Bradley, second by Tom Sutton to approve the 2023-2024 Board Goals as presented. Motion carried unanimously.

Superintendent Comments: The first day for students is tomorrow, and the first Groesbeck U – Parent University will be at HOW on August 23 from 6:15 pm to 7:15 pm, the topic will be GISD Communications. For the VATRE, each board member should select a location and time for them, me, and people to meet to discuss the VATRE. I already have the Chamber and Groesbeck Lions Club scheduled in September. It should be about a 30-45 minute information meeting within your district.

Board President Comments and Reports: The August 21st board meeting for public hearing and approval of the 2023-24 tax rate, budget, and call for the election should take about 20 minutes. We also need to meet between August 28th and the 31st to approve the 2022-2023 year-end amendments and possibly meet on September 6th for a Team of Eight Meeting with Legislative Updates.

Motion by Angela Crane, second by Tom Sutton to adjourn. Motion carried unanimously.

Adjourned: 8:12 p.m.

Aslone Foy, Board President

Bridgett Jackson-Tatum, Secretary

September 18, 2023
Date Approved

Special Board Meeting
MINUTES
08/21/2023
6:00 p.m.

Present: Aslone Foy, Jim Longbotham, Tom Sutton, Jason Milstead, Stephen Bradley, Angela Crane, Bridgett Jackson-Tatum.

Others: Anthony Figueroa, Teresa Battrick, Melissa Smith, Jackie Ancelet, Sue Waller.

Aslone Foy called the meeting to order at 6:00 p.m.

The public hearing to discuss the budget and proposed tax rate for 2023-24 was opened at 6:00 p.m. There were no comments or discussions from the public. Motion by Jim Longbotham, second by Tom Sutton to close the public meeting. Motion carried unanimously. The Public Hearing was closed at 6:01 p.m.

Anthony Figueroa presented the budget for the 2023-2024 school year with no changes from the proposed budget that was presented to the board at the August 14th board meeting. Motion by Stephen Bradley, seconded by Jason Milstead to move that the board approve the resolution and order adopting the budget for the 2023-2024 school year as presented. The motion carried.

Anthony Figueroa presented tax rate and calling a voter-approval tax rate election for November 7, 2023. No taxes will increase by the tax swap with the M&O at \$0.76800 and I&S at \$0.20750 and a tax rate of \$0.97550 instead of M&O at \$0.73800 and I&S at \$0.23750. The public notice shows that M&O will increase by 18.75% and taxes will increase by \$30.00/\$100.

The governor and legislature compressed the tax rate for school districts. Our M&O is compressed from .97 cents to .73 cents. Last year, the district's tax rate was \$1.18160, and we are proposing a tax rate of \$0.97550. No matter how you vote in November, the tax rate will be \$0.97550. Voting yes means the district will receive \$800,000, and voting no means the district will have to start making budget cuts. Voting yes means that M&O is \$0.76800 and I&S is \$0.20750, and voting no means that M&O is \$0.73800 and I&S is \$0.23750. Both add up to \$0.97550, which is down from \$1.18. Mr. Figueroa and the school board are making plans to meet with the community throughout the next couple of months. Motion by Jim Longbotham, second by Tom Sutton to move that the board of trustees of the Groesbeck Independent School District approve the Resolution and Order as presented and hereby levy or set the tax rate on \$100 valuation for the district for the tax year 2023 at a total tax rate of \$0.97550, to be assessed and collected by the duly specified Assessor and Collector as follow: \$0.76800 for the purpose of Maintenance and Operations, and \$0.20750 for the purpose of payment of principal and interest on debts. Motion passed unanimously.

Discussion of the energy savings plans and costs from Ideal Impact and Schneider presentation from previous board meetings. Savings on electric use throughout the district and the need to automate the Culinary Building and H. O. Whitehurst and upgrade the rest of the district. The district budgets about \$500,000, and if they save 20% to 30%, Ideal Impact believes they can save the district \$100,000. \$687,000 project financed with quarterly payments of \$21,500 with a savings of \$20,000 to the district. If we don't have

enough energy savings to pay the \$21,437, Ideal Impact guarantees to pay the difference. Typically, it takes 32 payments to pay the project off. Financing is through a third party. With Ideal Impact, if the district doesn't meet the amount to pay, they will make up the difference. Schneider does not offer this, and the district would have to come up with the payment. Thermostats can be monitored more closely. Discussed chillers installation moved up till March but waiting till June. Looking at window screens at HOW front and other areas for energy savings.

Motion by Jim Longbotham, second by Angela Crane, to adjourn. Motion carried

Adjourned: 6:34 p.m.

Aslone Foy, Board President

Bridgett Jackson-Tatum, Secretary

September 18, 2023
Date Approved

Special Board Meeting
MINUTES
08/28/2023
7:30 a.m.

Present: Jim Longbotham, Tom Sutton, Jason Milstead (7:34), Stephen Bradley, Bridgett Jackson-Tatum.
Absent: Aslone Foy, Angela Crane.

Others: Anthony Figueroa, Teresa Battrick, Cindy Ensminger, Melissa Smith.

Jim Longbotham called the meeting to order at 7:32 a.m.

Motion by Stephen Bradley, second by Jason Milstead to approve for the 2023-2024 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding). Motion carried unanimously.

Discussion of District of Innovation (DoI) amendment regarding e-cigarette offenses. Motion by Stephen Bradley, second by Jason Milstead to approve the District of Innovation Plan Amendment as presented. Motion carried unanimously.

Discussion of Ideal Impact being a sole source proprietor for the management system and no need to go out for bids. Schneider is a member of TIPS and would not require bids. Discussed Ideal Impact equipment for temperature control, energy savings, payoff, zoned areas, and administrators' temperature control. Discussed loan payment; if we don't meet the difference, Ideal Impact will pay the difference and start the project. Motion by Stephen Bradley to approve the Ideal Impact Service Agreement as presented and authorize the superintendent to complete all necessary documents. Motion was held for further discussion. Discussed H.O. Whitehurst, Enge, and Middle School. The district doesn't have to put any money in. Discussed air filters, cooling of the high school auditorium, humidity, and reducing the humidity. Returned back to the motion (approve the Ideal Impact Service Agreement as presented and authorize the superintendent to complete all necessary documents.) Motion was second by Tom Sutton. Motion carried unanimously.

Motion Jason Milstead, second by Stephen Bradley to approve the Ideal Impact Payment Plan as presented and authorize the superintendent to complete all necessary documents. Motion carried unanimously.

Consent Agenda: Motion by Stephen Bradley, second by Tom Sutton to approve the consent agenda as presented. Motion carried unanimously.

A. Budget Report and Amendments

Motion by Jason Milstead, second by Tom Sutton, to adjourn. Motion carried

Adjourned: 8:07 a.m.

Aslone Foy, Board President

Bridgett Jackson-Tatum, Secretary

September 18, 2023
Date Approved

B. Budget Report and Amendments

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

<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Realized</u>
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There is no board report data due to fiscal year starting September 1, 2023.

**GROESBECK INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENT REQUEST**

DATE: SEPTEMBER 14, 2023

FUN D	FUN C	CLASS/ OBJ	SUB OBJ	ORG	YR	PIC	LC	PROJ	DESCRIPTION	INCREASE DECREASE
199-51	6629	15-001	4-22	000					WELDING GRANT MATCH FUNDS	+15,086
199-11	6399	15-001	4-22	100					WELDING GRANT FUNDS	-14,000
199-11	6399	35-001	4-22	100					HEALTH GRANT MATCH	-1,086
<p>Comments: BUDGET AMENDMENT REQUEST TO CODE TO CORRECT FUNCTION FOR JET GRANT MATCHING FUNDS/NO EFFECT ON BUDGET.</p> <p align="right"><i>Melinda Smith</i></p>										

PRINCIPAL/DIRECTOR'S APPROVAL _____ DATE _____ SUPERINTENDENT'S APPROVAL _____ DATE _____ BOARD APPROVAL _____ DATE _____

C. Leasor Crass, P.C. Proactive Legal Services and Retainer Program



LEASOR CRASS, P.C.
YOUR SCHOOL • OUR MISSION

PROACTIVE LEGAL SERVICES & RETAINER PROGRAM

The Groesbeck Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Leasor Crass, PC (hereinafter "Law Firm"), to provide the services to the District set forth below.

- 1. Telephone Consultation:** The Law Firm shall provide telephone consultation on routine matters at no charge to the District's Trustees, Superintendent, or any Superintendent designee pertaining to questions arising out of the operation of the District. District Trustees and staff shall have access to attorneys' cell phone numbers and direct telephone numbers to enable access to the firm's attorneys 24 hours a day, 7 days a week.
- 2. Email Questions:** The Law Firm shall provide responses to email questions regarding routine matters at no charge to the District's Trustees, Superintendent, or any Superintendent designee pertaining to questions arising out of the general operation of the District. The District shall be provided a list of attorney email addresses for email access.
- 3. Additional Legal Work:** The District shall be entitled to a reduced hourly rate for additional legal work over and above the routine general consultation described in paragraphs 1 and 2. Examples of such additional legal work include, but are not limited to, negotiation of contracts, grievances, personnel nonrenewal or terminations, review of construction documents, review and preparation for ARD and §504 meetings, litigation, administrative appeals, and specialized trainings. This includes research, the preparation of opinion letters and memorandum of law, the provision of legal advice, and extended phone conferences or lengthy emails as well as representation in adversarial matters. All time, including telephone calls, is charged at the hourly rates set forth below billable in six (6) minute increments, plus expenses and shall be charged and invoiced on a monthly basis.

Fees for Retainer Districts and Charter Schools

Shareholders	Partners/ Of Counsel	Sr. Associates	Associates	Law Clerks	Paralegals
\$295/hour	\$285/hour	\$260/hour	\$235/hour	\$150/hour	\$135/hour

- 4. Access to Publications:** The Law Firm shall send information in the form of publications to designated District personnel and trustees on a routine bases relating to developments in school law. The content and publication schedule of such updates shall be determined by the Law Firm.

5. **School Board Trainings:** The Law Firm is approved by TEA to provide board training continuing education credits. Discounted rates will be provided to your District for the annual required school board training hours. Customized programs at special rates can be negotiated for your specific district.
6. **Administrator Recruitment:** Because of the vast networking opportunities available, combined with our many years of service, both as educators and school attorneys, we are in a unique position to assist the District in recruiting top candidates for your administrator positions. Firm members will assist the Superintendent/Human Resources Department in soliciting, contacting, or evaluating individuals for key administrator positions within your District at no charge to the District.
7. **District Trainings:** The Law Firm is approved by TEA to provide professional continuing education credits for administrators. Discounted rates will be provided to your District for training in the areas listed below. Customized programs at special rates can be negotiated for your specific district. These trainings include:

- a) Documentation Training for Administrators
- b) Special Education Training
- c) §504 Training
- d) Social Media Training
- e) Bond Election Issues for Board Members and Administrators
- f) Sexual Harassment Documentation Training
- g) Title IX Training
- h) Bullying Training

8. **Retainer Term and Cost:** There is an annual fee for this Retainer Agreement due no later than September 1st of each year. For the 2023-24 school year, Leasor Crass is reducing the rate for membership by half due to the difficult climate districts are facing this year. Failure to provide the annual retainer agreement and remit payment shall result in the non-retainer rates being charged and the inability to access the services of our programs. This Retainer Agreement shall remain in effect unless notice of cancellation is received in writing by Leasor Crass. The annual fee is based upon the District's total student enrollment as of the last day of school for the 2022-23 school year and is as follows:

Student enrollment of <999	\$595.00	\$297.50/annually
Student enrollment of 1000-2499	\$695.00	\$347.50/annually
Student enrollment of 2500-4999.....	\$795.00	\$397.50/annually
Student enrollment of 5000-7499.....	\$895.00	\$447.50/annually
Student enrollment of >7500	\$995.00	\$497.50/annually
Charter Schools.....	\$895.00	\$447.50/annually
Special Education Cooperatives.....	\$895.00	\$447.50/annually

9. **Scope of Attorney-Client Relationship:** Membership in the Leasor Crass Proactive Legal Services & Retainer Program establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are requested by the District. Membership in the Proactive Legal Services & Retainer Program does not impose any duty upon the Law Firm to provide advice or legal services to the District regarding matters unless a specific request by the District's Board President, Superintendent or designee is made for specific advice.

The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustee or employee of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or employee of the District, the Law Firm may require the execution of one or more separate letters of engagement prior to establishing an attorney-client relationship in the matter.

The State Bar of Texas asks every lawyer to advise his or her clients that the State Bar of Texas investigates and prosecutes professional misconduct committed by Texas attorneys. Although not every complaint against or dispute with a lawyer involves professional misconduct, the State Bar Office of General Counsel will provide you with information about these matters. For more information, call 1-800-932-1900. This is a toll-free call.

10. **Term of Agreement:** Upon the payment of the invoice and execution, this Agreement shall be effective immediately and shall renew annually on September 1st unless written notice of cancellation is received by Leasor Crass. Access to the publications shall become effective upon completion and return of the District Information Sheet included herein.

Effective this 18th day of September, 2023.

LEASOR CRASS, P.C.

GROESBECK INDEPENDENT SCHOOL DISTRICT

By: 
Mike Leasor, Shareholder

By: _____
Superintendent

By: 
Rhonda Crass, Shareholder



LEASOR CRASS, P.C.
YOUR SCHOOL • OUR MISSION

Attn: Accounting

☎ 682-422-0009

☎ 682-422-0008

📍 302 W. Broad Street, Mansfield, Texas 76063

District: Groesbeck Independent School District Superintendent: Anthony Figueroa

Address: 1202 N. Ellis Street, Groesbeck, Texas 76642

Phone: 254-729-4100 Fax: 254-729-2391

DISTRICT EMAIL INFORMATION SHEET

RECIPIENT NAME/TITLE	RECIPIENT EMAIL
Deana Rand, Director of Administrative Services	d.rand@groesbeckisd.net
Cindy Ensminger, Director of Instructional Services	c.ensminger@groesbeckisd.net

BOARD OF TRUSTEE INFORMATION

President: _____	Email: _____
Vice-President: _____	Email: _____
Secretary: _____	Email: _____
Member: _____	Email: _____
Member: _____	Email: _____
Member: _____	Email: _____
Member: _____	Email: _____

*If more addresses are needed, please submit via email to kim@leasorcrass.com.



LEASOR CRASS, P.C.
YOUR SCHOOL • OUR MISSION

Attn: Accounting

☎ 682-422-0009

⊕ 682-422-0008

📍 302 W. Broad Street, Mansfield, Texas 76063

District Groesbeck Independent School District

Superintendent: Anthony Figueroa

RE: 2023-24 PROACTIVE LEGAL SERVICES & RETAINER PROGRAM

YEARLY INVOICE

	AMOUNT	✓ ONE
Student enrollment of <999	\$297.50	
Student enrollment of 1000-2499	\$347.50	
Student enrollment of 2500-4999	\$397.50	
Student enrollment of 5000-7499	\$447.50	
Student enrollment of >7500	\$497.50	
Charter Schools	\$447.50	
Special Education Cooperatives	\$447.50	
TOTAL		

Enclosures required:

- Signed Agreement
- Information Sheet
- Payment

D. Renewal of Membership in Walsh Gallegos' Retainer Program



WALSH GALLEGOS
TREVINO KYLE & ROBINSON P.C.

September 13, 2023

Mr. Anthony Figueroa
Superintendent
Groesbeck ISD
P.O. Box 559
Groesbeck, Texas 76642-0559

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Mr. Figueroa:

It is our privilege to serve Groesbeck Independent School District through the Walsh Gallegos Retainer Program. The District's membership is up for renewal on October 1, 2023, and so enclosed you will find our Legal Services Retainer Agreement. If the District chooses to continue its membership, please sign and return the agreement. The invoice for the renewal will be sent on or around 10/1/2023 with your regular monthly statement so there is no need to send a check with the signed agreement. This program includes the following valuable benefits for just \$1,000.00 per year:

- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter "*Time Out with Walsh Gallegos*,"
- A free subscription to our monthly special education newsletter "*This Just In*," and
- Email updates about the latest developments in education law.

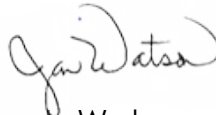
More information about these services and other advantages of the retainer program are included in the attached description. Also enclosed is information

about our EFT/ACH payment program that provides a convenient, efficient, secure, and less costly method of payment than paper checks.

It is an honor to be of service to Groesbeck Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (Local), which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 231-4207.

Sincerely,

A handwritten signature in cursive script that reads "Jan L. Watson".

Jan L. Watson

JLW/glo
Enclosures

cc: Mr. Aslone Foy, Board President
Ms. Melody Sadler, Special Education Director



WALSH GALLEGOS
TREVINO KYLE & ROBINSON P.C.

**LEGAL SERVICES RETAINER AGREEMENT
FOR GROESBECK INDEPENDENT SCHOOL DISTRICT**

The Groesbeck Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Treviño Kyle & Robinson P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Compliance with Texas Government Code Chapter 2271: Pursuant to Texas Government Code Chapter 2271, as amended, the Law Firm verifies that it

does not boycott Israel and will not boycott Israel during the term of this Agreement.

7. Compliance with Texas Government Code Chapter 2252: Pursuant to Texas Government Code Chapter 2252, as amended, the Law Firm verifies that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Section 2252.152.
8. Compliance with Texas Government Code Chapter 2274 and 809: Pursuant to Texas Government Code Chapters 2274 and 809, as amended, the Law Firm verifies that it does not boycott energy companies and will not boycott energy companies during the term of this Agreement.
9. Compliance with Texas Government Code Chapter 2274: Pursuant to Texas Government Code Chapter 2274, as amended, the Law Firm verifies that it does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement.
10. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.
11. Texas Lawyer's Creed: Under rules of the Texas Supreme Court and the State Bar of Texas, we advise our clients of the contents of the Texas Lawyer's Creed, a copy of which is enclosed. In addition, we advise clients that the State Bar of Texas investigates and prosecutes complaints of professional misconduct against attorneys licensed in Texas. A brochure entitled Attorney Complaint Information is available at all of our offices and is likewise available upon request. A client that has any questions about the State Bar's disciplinary process should call the Office of the General Counsel of the State Bar of Texas at 1-800-932-1900 (toll free).

GROESBECK INDEPENDENT SCHOOL DISTRICT

By: _____

(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS TREVIÑO KYLE & ROBINSON P.C.



By: _____

Joe A. De Los Santos
Managing Shareholder

9/1/2023

(Date)

THE TEXAS LAWYER'S CREED -- A MANDATE FOR PROFESSIONALISM

The Texas Supreme Court and the Texas Court of Criminal Appeals adopted this Creed, with the requirement that lawyers advise their clients of its contents when undertaking representation.

I am a lawyer. I am entrusted by the People of Texas to preserve and improve our legal system. I am licensed by the Supreme Court of Texas. I must therefore abide by the Texas Disciplinary Rules of Professional Conduct, but I know that professionalism requires more than merely avoiding the violation of laws and rules. I am committed to this creed for no other reason than it is right.

I. OUR LEGAL SYSTEM

A lawyer owes to the administration of justice personal dignity, integrity, and independence. A lawyer should always adhere to the highest principles of professionalism. I am passionately proud of my profession. Therefore, "My word is my bond." I am responsible to assure that all persons have access to competent representation regardless of wealth or position in life. I commit myself to an adequate and effective pro bono program. I am obligated to educate my clients, the public, and other lawyers regarding the spirit and letter of this Creed. I will always be conscious of my duty to the judicial system.

II. LAWYER TO CLIENT

A lawyer owes to a client allegiance, learning, skill, and industry. A lawyer shall employ all appropriate means to protect and advance the client's legitimate rights, claims, and objectives. A lawyer shall not be deterred by any real or imagined fear of judicial disfavor or public unpopularity, nor be influenced by mere self-interest. I will advise my client of the contents of this creed when undertaking representation. I will endeavor to achieve my client's lawful objectives in legal transactions and in litigation as quickly and economically as possible. I will be loyal and committed to my client's lawful objectives, but I will not permit that loyalty and commitment to interfere with my duty to provide objective and independent advice. I will advise my client that civility and courtesy are expected and are not a sign of weakness. I will advise my client of proper and expected behavior. I will treat adverse parties and witnesses with fairness and due consideration. A client has no right to demand that I abuse anyone or indulge in any offensive conduct. I will advise my client that we will not pursue conduct which is intended primarily to harass or drain the financial resources of the opposing party. I will advise my client that we will not pursue tactics which are intended primarily for delay. I will advise my client that we will not pursue any course of action which is without merit. I will advise my client that I reserve the right to determine whether to grant accommodations to opposing counsel in

all matters that do not adversely affect my client's lawful objectives. A client has no right to instruct me to refuse reasonable requests made by other counsel. I will advise my client regarding the availability of mediation, arbitration, and other alternative methods of resolving and settling disputes.

III. LAWYER TO LAWYER

A lawyer owes to opposing counsel, in the conduct of legal transactions and the pursuit of litigation, courtesy, candor, cooperation, and scrupulous observance of all agreements and mutual understandings. Ill feelings between clients shall not influence a lawyer's conduct, attitude, or demeanor toward opposing counsel. A lawyer shall not engage in unprofessional conduct in retaliation against other unprofessional conduct. I will be courteous, civil, and prompt in oral and written communications. I will not quarrel over matters of form or style, but I will concentrate on matters of substance. I will identify for other counsel or parties all changes I have made in documents submitted for review. I will attempt to prepare documents which correctly reflect the agreement of the parties. I will not include provisions which have not been agreed upon or omit provisions which are necessary to reflect the agreement of the parties. I will notify opposing counsel, and, if appropriate, the Court or other persons, as soon as practicable, when hearings, depositions, meetings, conferences, or closings are cancelled. I will agree to reasonable requests for extensions of time and for waiver of procedural formalities, provided legitimate objectives of my client will not be adversely affected. I will not serve motions or pleadings in any manner that unfairly limits another party's opportunity to respond. I will attempt to resolve by agreement my objections to matters contained in pleadings and discovery requests and responses. I can disagree without being disagreeable. I recognize that effective representation does not require antagonistic or obnoxious behavior. I will neither encourage nor knowingly permit my client or anyone under my control to do anything which would be unethical or improper if done by me. I will not, without good cause, attribute bad motives or unethical conduct to opposing counsel nor bring the profession into disrepute by unfounded accusations of impropriety. I will avoid disparaging personal remarks or acrimony towards opposing counsel, parties, and witnesses. I will not be influenced by any ill feeling between clients. I will abstain from any allusion to personal peculiarities or idiosyncrasies of opposing counsel. I will not take advantage, by causing any default or dismissal to be rendered, when I know the identity of an opposing counsel, without first inquiring about that counsel's intention to proceed. I will promptly submit orders to the Court. I will deliver copies to opposing counsel before or contemporaneously with submission to the Court. I will promptly approve the form of orders which accurately reflect the substance of the rulings of the Court. I will not attempt to gain an unfair advantage by sending the Court or its staff correspondence or copies of correspondence. I will not arbitrarily schedule a deposition, court appearance, or hearing until a good faith effort has been made to schedule it by agreement. I will readily stipulate

to undisputed facts in order to avoid needless costs or inconvenience for any party. I will refrain from excessive and abusive discovery. I will comply with all reasonable discovery requests. I will not resist discovery requests which are not objectionable. I will not make objections nor give instructions to a witness for the purpose of delaying or obstructing the discovery process. I will encourage witnesses to respond to all deposition questions which are reasonably understandable. I will neither encourage nor permit my witness to quibble about words where their meaning is reasonably clear. I will not seek Court intervention to obtain discovery which is clearly improper and not discoverable. I will not seek sanctions or disqualification unless it is necessary for protection of my client's lawful objectives or is fully justified by the circumstances.

IV. LAWYER AND JUDGE

Lawyers and judges owe each other respect, diligence, candor, punctuality, and protection against unjust and improper criticism and attack. Lawyers and judges are equally responsible to protect the dignity and independence of the Court and the profession. I will always recognize that the position of judge is the symbol of both the judicial system and administration of justice. I will refrain from conduct that degrades this symbol. I will conduct myself in Court in a professional manner and demonstrate my respect for the Court and the law. I will treat counsel, opposing parties, the Court, and members of the Court staff with courtesy and civility. I will be punctual. I will not engage in any conduct which offends the dignity and decorum of proceedings. I will not knowingly misrepresent, mischaracterize, misquote or miscite facts or authorities to gain an advantage. I will respect the rulings of the Court. I will give the issues in controversy deliberate, impartial and studied analysis and consideration. I will be considerate of the time constraints and pressures imposed upon the Court, Court staff and counsel in efforts to administer justice and resolve disputes.



WALSH GALLEGOS
TREVIÑO KYLE & ROBINSON P.C.

Program for EFT/ACH Payments

Walsh Gallegos Trevino Kyle & Robinson P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Karla Alvarado at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.



WALSH GALLEGOS
TREVIÑO KYLE & ROBINSON P.C.

FEE SCHEDULE AS OF JULY 16, 2022 LEGAL SERVICES RETAINER AGREEMENT

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$250/hour for associates licensed less than one year, \$275/hour for associates licensed one to two years, \$315/hour for associates licensed over two years, or \$335/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$250/hour for associates licensed less than one year, \$275/hour for associates licensed one to two years, \$335/hour for associates licensed over two years, or \$355/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.



BENEFITS OF THE RETAINER PROGRAM

- 1. FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 10.27 free hours of telephone consultation. That is a \$3,047.00 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Amarillo (800) 622-6864
- Albuquerque (800) 771-6864

- 2. REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.

- 3. FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

(1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and

(2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities

- 4. E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or

trustees you designate) to help keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- New Rules for Public Comment
- New Legislation Regarding PIA Requests and Retention of Information
- Thinking of alternatives to TRS-ActiveCare for your District's employees?
- Planning Ahead for FEMA
- Potential Forms of COVID-19 Related District Funding
- Best Practices on Addressing and Preventing Cyberbullying in a Time of COVID-19 Closures
- Staying Current With FERPA As Virtual Instruction Expands
- Final Title IX Sexual Harassment Regulations Released
- Graduation Ceremonies During the Pandemic
- The Digital Millennium Copyright Act, Copyright Infringement, & Your School District
- Time Flies! Has Your District Completed the Required Cybersecurity Training Yet?

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.
6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:
 - Interactive Student Code of Conduct
 - Discipline Guide for DAEP & Expulsion
 - Administrator's Anti-Bullying Toolkit
 - Sexual Harassment Investigation Guide
 - Operating Guidelines for Cameras in Special Education Settings
7. **ONE FREE ON-DEMAND WEBINAR:** Our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from our published webinar schedule. Our On-Demand webinars provide excellent training for school administrators without having to leave the district.



WALSH GALLEGOS
TREVINO KYLE & ROBINSON P.C.

GROESBECK ISD E-MAIL UPDATE FORM

The Walsh Gallegos E-mail Update program is designed to keep our clients informed of the latest developments in school law. These updates address a broad range of topics related to legal issues confronting school districts. In addition, e-mail update recipients will also be notified of upcoming audio/video conferences and specialty publications produced by Walsh Gallegos.

Below is the list of personnel and/or Board of Trustees that are currently in our system. Please review carefully and make any necessary changes or additions. Also note that there may be some names without an e-mail address or position. Please provide a current e-mail address, indicate whether the individual should remain one of our e-mail update recipients, and provide the named position of the individual. If you are having difficulty receiving our e-mail updates, please ask your technology department to add mypinpointe.com to the list of accepted domains.

<u>Name</u>	<u>Title</u>	<u>E-mail</u>
Mr. Anthony Figueroa	Superintendent	a.figueroa@groesbeckisd.net
Mr. Aslone Foy	Board President	aslonfof@yahoo.com
Ms. Melody Sadler	Special Education Director	m.sadler@groesbeckisd.net
Melissa Smith	Business and Finance	m.smith@groesbeckisd.net
Cindy Ensminger	Curriculum Director	c.ensminger@groesbeckisd.net
Deana Rand	Federal Programs Director	d.rand@groesbeckisd.net
Ms. Teresa Battrick	Executive Assistant	t.battrick@groesbeckisd.net
Mr. Jim Longbotham	Board Vice-President	j.longbotham@groesbeckisd.net
Mr. Tom Sutton	Board Member	oltomm@yahoo.com

Attach additional sheets if necessary. Please return this form to Client Services. If you have any questions or need additional information, please contact Client Services at (800) 252-3405.

VIA FAX
(512) 467-9318

VIA MAIL
Client Services
Walsh Gallegos
P.O. Box 2156
Austin, TX 78768

VIA E-MAIL
info@wabsa.com

CERTIFICATE OF INTERESTED PARTIES

FORM **1295**

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
 Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

**OFFICE USE ONLY
 CERTIFICATION OF FILING**

Certificate Number:
 2023-1062070

Date Filed:
 08/21/2023

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
 Walsh Gallegos Treviño Kyle & Robinson P.C., or just Walsh Gallegos
 Austin, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
 Groesbeck ISD

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
 10827
 Legal Services Retainer Agreement

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Kyle, Paige	Austin, TX United States	X	
	Trevino, Oscar	Austin, TX United States	X	
	Gallegos, Elena	Austin, TX United States	X	
	Walsh, Jim	Austin, TX United States	X	

5 Check only if there is NO Interested Party.

6 UNSWORN DECLARATION

My name is Diana Stangl, and my date of birth is 9/29/1957.

My address is 2603 Tip Cove, Austin, TX, 78704, USA.
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 21st day of August, 20 23.
(month) (year)

Diana Stangl - Firm Administrator

Signature of authorized agent of contracting business entity
 (Declarant)

E. Resolution of the Board to Establish NonBusiness Days for Public Information Act (HB 3033)

**Resolution of the Board to Establish
Non-Business Days for Public Information Act**

WHEREAS, the Groesbeck Independent School District is a public school district subject to the Texas Public Information Act (hereinafter “the Act”);

WHEREAS, the 88th Texas Legislature (2023) authorized the passage of HB 3033, which revised the Act by adding section 552.0031 to the Government Code, defining “business days” for purposes of the Act;

WHEREAS, Section 552.0031 defines “business day” to mean any day other than a Saturday or Sunday, a national holiday, or a state holiday;

WHEREAS, Section 552.0031 establishes that a school district board of trustees may designate up to ten additional days per calendar year as nonbusiness days;

WHEREAS, the Board recognizes that the District’s 2023-2024 academic calendar includes non-school days that are not Saturdays, Sundays, or state or national holidays; and

WHEREAS, the Board recognizes that designating additional nonbusiness days will allow school staff to better align with the District’s academic calendar when responding to public information requests.

Now, Therefore, It Be Resolved By The Board That:

1. The Board determines that the District will designate the specific dates listed in the attached **Exhibit A** as “nonbusiness days” for purposes of the Public Information Act for the 2023 and 2024 calendar years;
2. Future action by the Board will be required to designate nonbusiness days for future calendar years; and
2. The Board hereby authorizes the Superintendent to undertake additional measures as necessary to implement this designation for the purpose of the District’s response to public information requests.

Adopted by the vote of the majority of members of the Board of Trustees of the Groesbeck Independent School District present and voting at an open meeting of the Board on the 18th day of September 2023, at which a quorum was present.

By: _____
Aslone Foy, Board President

By: _____
Bridgett Jackson-Tatum, Board Secretary

EXHIBIT A

FOR THE 2023 & 2024 CALENDAR YEAR NON-BUSINESS DAYS FOR PUBLIC INFORMATION ACT REQUESTS

State and Federal Holidays

Monday, September 4, 2023
Monday, October 9, 2023
Friday, November 10, 2023
Thursday, November 23, 2023
Friday, November 24, 2023
Monday, December 25, 2023
Tuesday, December 26, 2023
Monday, January 1, 2024
Monday, January 15, 2024
Friday, January 19, 2024
Monday, February 19, 2024
Monday, May 27, 2024
Wednesday, June 19, 2024
Thursday, July 4, 2024

Additional Designated Non-business Days

[Subject to District Choice]

Monday, September 25, 2023
Monday, October 9, 2023
Monday, November 20, 2023
Tuesday, November 21, 2023
Wednesday, November 22, 2023
Thursday, December 21, 2023
Friday, December 22, 2023
Wednesday, December 27, 2023
Thursday, December 28, 2023
Friday, December 29, 2023
Tuesday, January 2, 2024
Wednesday, January 3, 2024
Thursday, January 4, 2024
Friday, January 5, 2024
Friday, March 15, 2024
Monday, March 18, 2024
Tuesday, March 19, 2024
Wednesday, March 20, 2024
Thursday, March 21, 2024
Friday, March 22, 2024
Friday, March 29, 2024
Monday, April 29, 2024
Friday, May 31, 2024
Friday, June 7, 2024
Friday, June 14, 2024
Friday, June 21, 2024
Friday, June 28, 2024
Monday, July 1, 2024
Tuesday, July 2, 2024
Wednesday, July 4, 2024
Friday, July 5, 2024
Friday, July 12, 2024
Friday, July 19, 2024
Friday, July 26, 2024
Friday, August 2, 2024

F. Sonicwall Quote



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

DEANA RAND,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
NNCH983	8/28/2023	SONICWALL 3YR UPGRADE	3997027	\$47,898.17

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
SonicWall NSA 6700 - High Availability - security appliance Mfg. Part#: 02-SSC-8988 Contract: MARKET	1	6613949	\$10,785.17	\$10,785.17
SonicWall NSA 6700 - Advanced Edition - security appliance Mfg. Part#: 02-SSC-9582 Contract: MARKET	1	6613971	\$37,113.00	\$37,113.00

SUBTOTAL	\$47,898.17
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$47,898.17

PURCHASER BILLING INFO	DELIVER TO
Billing Address: GROESBECK INDEP SCHOOL DIST ACCTS PAYABLE 1202 N ELLIS ST GROESBECK, TX 76642-2111 Phone: (254) 729-5933 Payment Terms: Net 30 Govt E-rate	Shipping Address: GROESBECK ISD CATHY KOENIG 1202 N ELLIS ST GROESBECK, TX 76642-2111 Shipping Method: DROP SHIP-GROUND
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

Alyssa Teague | (866) 723-1717 | alystea@cdw.com

G. Falls County Election Agreement

Falls County Elections Administration

Nicket Peoples-Taylor ~ Election Administrator

Post Office Box 810 ~ Marlin, Texas 76661

254-883-1521

Election Equipment Lease Agreement

This contract for use of electronic equipment is made by and between Groesbeck I.S.D herein after called Lessee, and Falls County, Texas herein called Lessor, and is based upon the following terms and conditions, to-wit:

- 1. Purpose of Agreement and Authority:** Lessor and Lessee have determined that it is in the public interest of the inhabitants of the Lessee and Lessor that the following inter local agreement is made and entered in to wherein, Lessee hires from Lessor its electronic voting equipment to be used by Lessee in that certain election dated November 7, 2023.
- 2. Term:** The term of this Lease Agreement begins on October 2, 2023. And terminates ten (10) days after the election date above described.
- 3. Rental:** For the November 7, 2023 election, the Lessee shall be solely responsible to the Hart Intercivic for the programming of said equipment at a minimum rate of \$ 1,500.00 dollars and you want (25) ballots at .4025 cent a ballot, payable directly to Hart InterCivic, they will bill you. Lessee will pay directly to Falls County a fee of \$ 1,500.00 dollars for rental of election voting equipment, as per Texas Election Code Sec 31.098 (a) Lessee by agreement of this lease, authorizes county election officer Nicket Peoples-Taylor to contract with up to (3) person to supply assistance in serving as staff during the election for Early Voting, at a rate of \$ 15.00 per hour for a total of approximately (93) hours and Election Day Voting, at a rate of \$ 15.00 per hour for approximate (15 hours) 31.100 (d) Lessee shall pay a fee of (\$ 487.00) dollars for the general supervision of the election by Falls County Election Administrator Nicket Peoples-Taylor, payable to Falls County.
- 4. Use:** Lessee shall use the electronic election equipment and supplies described in Exhibit "A" in a careful and proper manner. Lessee shall take delivery of the equipment from the Elections Administrator of Falls County, Texas and deliver to its polling location (s) and return to the Elections Administrator of Falls County, Texas on or before the expiration of the term of this agreement. Lessee shall comply with the Elections Administrator's instructions and the manufacturer's manual as to the use and operation of said election equipment and any laws, ordinances, and regulations relating to the possession, use and maintenance of the election equipment and limit its use only for the purposes of holding the election described above.

- 5. Condition of Equipment upon Receipt:** Lessee shall inspect the property within eight hours after receipt of the electronic equipment. Unless Lessee within this period of time gives written notice to Lessor specifying and defects in or other proper objections to the equipment. Lessee that it shall conclusively presume, as between Lessor and Lessee has fully inspected and acknowledged that the property is in good condition and repair and that Lessee is satisfied with and has accepted the property in such good condition and repair.
- 6. Inspection:** Lessor shall at all times during the election have the right to enter on the premises where the election is being held for the purposes of inspecting the equipment and observing its use.
- 7. Alternations:** Lessee acknowledges that the equipment is technical, and Lessee shall make no alternations in the leased electronic election equipment without obtaining prior written consent from the Election Administrator of Falls County, Texas.
- 8. Maintenance and Repair:** Lessee at its own cost and expense shall keep the leased equipment in good repair, condition and working order and shall see that the election equipment is not subject to careless or needless rough usage.
- 9. Lost and Damage:** Lessee assumes all risk of loss and damage to the electronic election equipment from any case. In the event of the loss of or damage to the electronic election equipment leased, Lessee at the option of Lessor shall:

 - A.** Repair the electronic equipment, as its cost and expense, subject however to warranty coverage provided by manufacture.
 - B.** Replace the property with like property in good repair which property shall then become subject to this Lease; or
 - C.** Pay Lessor for Touch Writer \$3,500, Scan \$4,000 as "stipulated lost value". Upon such payment this lease shall terminate with respect of property so paid for and Lessee then shall become entitled to the property as the owner of the property.
- 10. Indemnity:** Lessee shall indemnify against and hold Lessor harmless from, all claims, actions, proceedings, cost, damages, and liabilities, including attorney fees, arising out of, connected with, or resulting from the leased electronic election equipment, including without limitation the selection, delivery, possession, use, operation, or the return of the property.
- 11. Default:** An occurrence of the following events shall at the option of the Lessor terminate its lease agreement and lessee's right to possession of the electronic election equipment leased:

 - A.** Noncompliance with Lessee with any term, covenant, or condition of this agreement.
 - B.** On the happening of any the above events, Lessor may without notice do or demand on Lessee to take possession of the leased electronic election equipment.
- 12. Attorney Fees:** In the event of any action filed related to this agreement, the prevailing party shall be entitled to recover reasonable amount of its attorney fees occurred. The venue of any action shall be in Falls County, Texas.
- 13. Assignment of lease:** This agreement cannot be assigned or subleased without the written consent of Lessor. Ownership of the property leased is and shall at all times remain the sole property of the Lessor, and the Lessee shall have no right, title, or interest in the property.

14. Applicable laws: This lease agreement shall be governed by and constructed under the laws of the State of Texas.

Dated this _____ day of _____, 2023

FALLS COUNTY TEXAS

By Lessee:

Lessor:

Authorized Officer

Nicket Peoples-Taylor

Groesbeck I.S.D

Falls County Election Administrator

Exhibit "A"

Help America Vote Act (H.A.V.A) Compliance

Election Equipment as follows, to-wit:

 2 Touch Writer unit, includes headphones accessory and portable booth, serial numbers:

Early Voting# _____ Election Day Voting # _____.

 2 Scan unit serial numbers: Early Voting # _____

Election Day Voting # _____.

GROESBECK I.S.D

COST OF THE ELECTION

1. Programming (<u>Payable to Hart Intercivic</u>)	\$ 1,500.00
2. Ballots (<u>Payable to Hart Intercivic</u>) @ .4025 cents a ballot	\$ 10.06
3. Election Equipment Rental (2) (<u>Falls County</u>)	\$ 1,500.00
4. Early Voting Workers (1) for 2/weeks E.V/93 hours (<u>Falls County</u>)	\$ 1,395.00
5. Election Day Workers (2) for E.D/15 hours (<u>Falls County</u>)	\$ 450.00
6. Mailing V-Drive's to Hart Intercivic (<u>Falls County</u>)	\$ 15.00
7. Ballot Paper for Touch Writer (<u>\$67.50 per 1000</u>) (<u>Payable to Falls County</u>)	\$ 0.00
8. General Supervision 10% total amount (<u>Falls County</u>)	\$ 487.00
TOTAL COST	\$ 5,357.06

H. Limestone County Election Agreement

Joint Election Agreement
Between
Groesbeck Independent School District
And
County of Limestone

BY THE TERMS OF THIS AGREEMENT, the Groesbeck Independent School District (School) and the County of Limestone (County) do hereby agree, pursuant to the provisions of the *Texas Election Code*, to hold a Joint Election of the General Elections of Groesbeck ISD and County of Limestone to be held on Tuesday, November 7, 2023.

The County shall be responsible for the conduction of their elections and expenses incurred with early voting and Election Day, such as polling locations, ballot programming, payroll of election workers, and other costs common to both elections. Payment to the County will be the responsibility of each individual party. Only the actual expenses directly attributable to the Contract may be charged, including administrative fees. (Section 31.100(b), Texas Election Code). The County Elections Officer must submit the actual costs incurred pursuant to this Contract to the entities no later than ten days after the Election.

APPROVED BY THE Groesbeck Independent School District in its meetings held on the 18th day of September, 2023 and executed by its authorized representative.

GROESBECK INDEPENDENT SCHOOL DISTRICT

Mr. Anthony R. Figueroa, Superintendent

Date

APPROVED BY THE Limestone County Commissioners' Court in its meeting held on the 26th day of September, 2023, and executed by its authorized representative.

Richard Duncan, County Judge

Date

Attest: Kerrie Cobb, County Clerk

Date

SEAL

LIMESTONE COUNTY, COUNTY CLERK / ELECTIONS OFFICER

Jennifer Southard, County Elections Officer

Date

SEAL

**2023 GENERAL ELECTION SERVICES
CONTRACT WITH THE COUNTY ELECTIONS OFFICER
STATE OF TEXAS, COUNTY OF LIMESTONE**

THIS CONTRACT made this _____ day of September, 2023, by and between the School of Groesbeck, acting by and through the Superintendent, Mr. Anthony R. Figueroa, hereinafter referred to as “School”, and Jennifer Southard, County Election Officer of Limestone County, Texas hereinafter referred to as “Contracting Officer”, as approved by the Commissioners’ Court of Limestone County and by authority of section 31.092(b), Texas Election Code, for the conduct and supervision of the Special Election on November 7, 2023.

THIS AGREEMENT is entered into in consideration of the mutual covenants and promises hereinafter set out:

DUTIES AND SERVICES OF CONTRACTING OFFICER. The Contracting Officer shall be responsible for performing the following duties and shall furnish the following services and equipment (*strike out any duties not being performed by the Contracting Officer*):

- (a) Contact the owners or custodians of county-designated polling places and arrange for their use in the Election.
- (b) Contact the owner or custodian of some other public place (or if unavailable, private) building in the election precinct and arrange for its use as a polling place if the county designated polling place in the precinct is unavailable for use in the special election.
- (c) Procure and distribute all necessary election supplies, including:
 - (1) ballots;
 - (2) election kits; and
 - (3) the School’s allotment of ballot boxes and voting booths provided free of charge by the county.
- (d) Procure all necessary voting machines and equipment, transport machines and equipment to and from the polling places, and prepare the voting machines and equipment for use at the polling places.
- (e) Arrange for the appointment of presiding judges, alternate presiding judges and the judges of the Central Counting Station and Early Voting Ballot Board. Notify the election judges of the date, time, and place of the election school and arrange for a facility for holding the school.
- (f) Arrange for the use of a central counting station and for the tabulating personnel and equipment needed at the counting station and assist in the preparation of programs and the test materials for the tabulation of the ballots to be used with electronic voting equipment.
- (g) Publish the legal notice of the date, time, and place of the test of the electronic tabulating equipment and conduct such test.
- (h) Supervise and conduct election day voting and early voting by mail and in person and provide advisory services in connection with the decisions to be made and the actions to be taken by the officers of the School who are responsible for holding the election.
- (i) Process election returns and prepare tabulation of unofficial returns for official canvassing by the School.

GENERAL CONDITIONS

- (a) Nothing contained in this contract shall authorize or permit a change in the officer with whom or the place at which any document or record relating to the election is to be filed, the place at which any function is to be carried out, the officers who conduct the official canvass of the election returns, the officer to serve as custodian of the voted ballots or other election records, or any other nontransferable functions specified by section 31.096 of the Texas Election Code.
- (b) The Contracting Officer is the agent of the School for the purposes of contracting with third parties with respect to the election expenses within the scope of the Contracting Officer’s duties, and the Contracting Officer is not liable for the School’s failure to pay a claim.

(c) The Contracting Officer shall file copies of this contract with the County Treasurer (County Judge, if there is not a County Treasurer) and the County Auditor of Limestone County, Texas.

(d) Only the actual expenses directly attributable to the Contract may be charged including administrative fees. (Section 31.100(b), Texas Election Code). The County Elections Officer must submit the actual costs incurred pursuant to this Contract to the School no later than ten days after the Election.

WITNESS the following signatures and seal:

GROESBECK INDEPENDENT SCHOOL DISTRICT

BY _____
Mr. Anthony R. Figueroa, Superintendent

Date

LIMESTONE COUNTY, COUNTY CLERK / ELECTIONS OFFICER

Jennifer Southard, County Elections Officer

Date

SEAL

Approved by the Limestone County Commissioners' Court the 26th day of September, 2023.

Richard Duncan, County Judge

Date

Attest: Kerrie Cobb, County Clerk

Date

SEAL

I. Cooperative Agreement of Clinical Affiliation between Groesbeck LTC
Nursing-Rehab and Groesbeck Independent School District

COOPERATIVE AGREEMENT

OF

CLINICAL AFFILIATION

Between

GROESBECK LTC NURSING-REHAB

and

GROESBECK INDEPENDENT SCHOOL DISTRICT

**CLINICAL AFFILIATION AGREEMENT
GROESBECK LTC NURSING-REHAB**

This agreement is executed between Groesbeck Independent School District (“GISD”) and Groesbeck LTC Nursing-Rehab (“G-LTC”) for and on behalf of the Health Professions Divisions for students enrolled in the certified nursing assistant program.

The length of this agreement is noted on the signature page. If either Groesbeck Independent School District or Groesbeck LTC Nursing-Rehab wishes to withdraw from this contract, it is understood that a notice of six (6) months shall be given to the other participating agency.

WHEREAS, it is agreed by the parties to be of mutual interest and advantage that the students and faculty of Groesbeck Independent School District be given the opportunity to utilize the facility as a clinical laboratory and for educational purposes:

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the parties of this agreement agree as follows:

1. The facility will permit Health Professions students of GISD to engage in a clinical experience under the responsibility of the faculty of GISD. The individual faculty members will be responsible to the liaison person designated by the facility for all general arrangements relating to the student experience.
2. The number and distribution of students to the facility will be mutually agreed upon between GISD and the facility at the beginning of each semester.
3. The assignment period shall be during all GISD academic sessions except in the instance of special arrangements.
4. The GISD will provide the facility with the names of the students entitled to use the resources of the facility under the terms of this agreement and his/her periods of assignment to the facility.
5. All faculty and students will have liability insurance. A statement will be provided upon request, giving assurance that faculty and students are covered by liability insurance in an amount not less than \$1,000,000 per occurrence/\$5,000,000 aggregate.
6. Representatives of the GISD and the facility shall meet as often as necessary to study the student clinical experience and terms of this agreement and make such suggestions and changes as needed.
7. GISD, faculty, and students will be subject to the rules and regulations established by the facility for the division of the facility to which they are assigned.
8. Faculty will instruct students regarding rules and regulations for the division of the facility to which they are assigned.
9. GISD faculty agrees to provide clinical objectives and guidelines to the units of the facility to which students are assigned.
10. GISD will withdraw any student from clinical at G-LTC when/if the student is proved to be unacceptable to GISD for reasons of health, performance, or any other reasonable cause.

11. GISD will require all students, prior to acceptance into the program, to have a physical examination and proof of health care provider immunizations. These will be available for review.
12. All students will have negative drug screening results available for review.
13. All students will have negative criminal background check results or will meet Texas Board of Nursing (TBON) documentation for eligibility to apply for state licensure.
14. Faculty and students will be responsible for their own transportation, meals, laundry, and health care needs in the performance of this agreement. There will be no exchanges of monies between the facility and GISD. GISD personnel, students, and faculty shall be responsible for their own injury, illness, or hospitalization expenses.
15. The salaries and expenses of any instructors, supervisors, or other employees of GISD will be paid by GISD. The G-LTC agrees that members of its faculty will serve as consultants and on committees of the facility when requested by the facility and when possible due to teaching responsibilities.
16. The facility further agrees as follows:
 - a. To maintain the criteria for accreditation as established by the Joint Commission on Accreditation of Hospitals (JCAHO) or other appropriate accrediting agency.
 - b. To provide GISD with the necessary space or facilities for conference areas for student teaching as available.
 - c. To allow students and faculty members of the GISD to utilize agency eating facilities, as available, at the sole expense of the student and the faculty.
 - d. To retain responsibility for patient care.
 - e. To have no authority to dismiss faculty or students. Should the affiliating agency wish to recommend the dismissal of faculty or students, such recommendation must be addressed to the faculty or program director.
 - f. Make available to the GISD Health Professions Division the following information:
 - i. Accreditation status
 - ii. Patient census (average daily)
 - iii. Nursing staffing (average)
17. The parties agree to comply with the requirements of the role transition (Preceptorship) experience, which are set forth in Exhibit A, attached hereto and incorporated herein by this reference.
18. Both parties agree to comply with all applicable federal and state laws prohibiting discrimination against persons on account of race, sex, color, age, religion, national origin, disability, or because they are beneficiaries of government reimbursement programs including, but not limited to Medicaid and Medicare.
19. Parties hereto agree to indemnify each other for the costs, damages, lawsuits, demands, or accusations against the other party incurred as the result of any action(s) or inactions(s) on the part of either of the parties' respective employee(s), agents, representatives, or other authorized persons.
20. Students will receive instruction on the Health Insurance Privacy and Portability Act (HIPPA) and patient safety prior to their observational rotation.

PRECEPTOR INFORMATION

Exhibit A

PRECEPTOR REQUIREMENTS

1. A willingness to assist nursing students in meeting clinical objectives.
2. A recommendation from nursing agency and/or faculty.
3. Current license in the State of Texas to practice as a registered nurse.
4. A minimum of one year in clinical practice.
5. A minimum of twelve (12) months of employment with a clinical facility.
6. Clinical competence in the area of practice.
7. Responsibility for direct client care unless otherwise designated.
8. Willingness to share responsibility for student supervision.
9. Philosophy of healthcare and education congruent with that of the program.

AGENCY RESPONSIBILITIES

1. Retain ultimate responsibility for the care of clients.
2. Recommend to G-LTC registered nurses or other professionals that meet preceptor requirements.
3. Notify GISD of any change in policy or clinical setting that may impact the student learning experience temporarily or permanently.

PRECEPTOR RESPONSIBILITIES

1. Participate in a preceptor orientation.
2. Complete student orientation to the nursing unit as needed.
3. Consult with the student on assigned day(s) to establish mutual expectations and goals for the preceptor experience.
4. Function as a role model in the clinical setting.
5. Notification of nursing instructor or student in case of preceptor absence on a scheduled day.
6. Collaborate with nursing students when planning experiences within guidelines.
7. Guide, facilitate, supervise, and monitor students in achieving objectives.
8. Supervision of student performance of skills and other nursing activities to ensure safe practice.
9. Collaborate with the clinical instructor to review the progress of the student toward meeting clinical learning objectives through
 - a. Completion of feedback form for the student to return to clinical instructor.
 - b. E-mail correspondence with clinical instructor.
 - c. Phone contact with the clinical instructor.
 - d. Request a site visit from the clinical instructor.
10. Provide feedback to the student regarding clinical performance.

11. Contact the clinical instructor if assistance is needed or if a problem with student performance occurs.
12. Provide feedback to the program regarding the experience and suggestions for program development.

CLINICAL INSTRUCTOR RESPONSIBILITIES

1. Serve as a liaison for the agency, preceptor, and nursing student in developing and implementing the experience.
2. Orient both the student and the preceptor to the experience.
3. Collaborate with the preceptor in evaluating the nursing student's performance.
4. Provide contact information (telephone and e-mail) and be available for immediate contact (telephone and e-mail) during scheduled clinical experiences.
5. Monitor the progress of experience on an ongoing or as-needed basis.
6. Conduct weekly post-conferences for students to facilitate learning, identify potential learning or safety issues, and evaluate student progress.
7. Provide prompt intervention for all identified problems.
8. Provide timely training and support for preceptors to ensure a positive experience for the clients, students, and preceptors.

FACULTY CONTACT INFORMATION

Faculty contact information will be provided for preceptors, including cell phone numbers, office numbers, and e-mail addresses.

STUDENT RESPONSIBILITIES

With the preceptor's guidance, the student will assist in caring for the preceptor's assigned clients. The student will perform client care with guidance from the preceptor, within the restrictions of the agency, and in accordance with G-LTC policies based upon Texas Board of Nursing (BON) standards regarding nursing practice.

The student and the clinical preceptor will work together throughout this experience as the student assumes primary responsibility for the following behaviors:

1. Maintain open communication with the preceptor and clinical instructor by:
 - a. Providing client care with preceptor supervision.
 - b. Contact the assigned clinical instructor if problems occur during the experience.
2. Maintain accountability for actions and learning activities.
3. Maintain confidentiality of all information obtained and/or observed during the experience.
4. Notify clinical instructor and preceptor in case of student absence.
5. Adhere to the GISD and G-LTC guidelines for nursing students.
6. Demonstrate professional behaviors in conversation, dress, and behavior.
7. Complete learning objectives and written reports of experiences.

NOTE: Students understand that failure to comply with GISD or G-LTC policies and procedures will result in removal from the clinical site and possible failure in the course. Students also understand the importance of cooperation with the RN-Preceptor both for the safety and the success of the learning experience.

GUIDELINES FOR PRECEPTORS

The following guidelines are additional instructions and information to assist the preceptor.

1. Finalize a preceptor-student agreement and sign the agreement by the beginning of the first day with the student. The student will provide the agreement.
2. Review and sign the student's weekly clinical evaluation, adding comments as indicated before the student leaves the clinical site. The student will give the preceptor the weekly evaluation forms each week.
3. Complete the final one-page student evaluation and mail it to the faculty. On the last day, the student will give the preceptor the final evaluation form and a self-addressed envelope for mailing to the faculty.

NOTE: The preceptor will have this preceptor booklet, including all forms, for reference at any time.

GUIDELINES FOR NURSING STUDENTS

All students will work with an RN-Preceptor specifically designated to work with students in the clinical setting. Students will perform nursing care within the restrictions of both the GISD Program and facility policy, including the following:

1. Wear an approved student uniform with a GISD photo ID name badge. Students dressed inappropriately will be sent home and must contact their assigned clinical instructor.
2. Students will adhere to assigned preceptor experiences and obtain a signed preceptor-student agreement before each new preceptored experience.
3. Students will document the clinical experience on the weekly clinical evaluation form and present the weekly evaluation form to the preceptor for completion of preceptor section.
4. Should circumstances prevent student attendance, the student must first notify the designated clinical instructor, then the preceptor.

**THE COOPERATIVE AGREEMENT
OF
CLINICAL AFFILIATION**

Groesbeck LTC Nursing-Rehab and Groesbeck Independent School District have reviewed the clinical affiliation agreement and agree to let it stand as is with initialed revisions as witnessed by the following signatures.

This agreement is *(initial one of the following)*:

_____ For 2 years, from 11/01/2023 to 08/31/2025.

_____ An agreement which automatically renews each year unless either of the parties elects not to continue the agreement as stipulates.

Groesbeck Independent School District

Date

Groesbeck LTC Nursing-Rehab

Date

J. Cooperative Agreement of Clinical Affiliation between Groesbeck Limestone Medical Center and Groesbeck Independent School District

COOPERATIVE AGREEMENT

OF

CLINICAL AFFILIATION

Between

LIMESTONE MEDICAL CENTER

and

GROESBECK INDEPENDENT SCHOOL DISTRICT

**CLINICAL AFFILIATION AGREEMENT
LIMESTONE MEDICAL CENTER**

This agreement is executed between Groesbeck Independent School District (“GISD”) and Limestone Medical Center (“LMC”) for and on behalf of the Health Professions Divisions for students enrolled in the certified nursing assistant program.

The length of this agreement is noted on the signature page. If either Groesbeck Independent School District or Limestone Medical Center wishes to withdraw from this contract, it is understood that a notice of six (6) months shall be given to the other participating agency.

WHEREAS, it is agreed by the parties to be of mutual interest and advantage that the students and faculty of Groesbeck Independent School District be given the opportunity to utilize the facility as a clinical laboratory and for educational purposes:

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the parties of this agreement agree as follows:

1. The facility will permit Health Professions students of GISD to engage in a clinical experience under the responsibility of the faculty of GISD. The individual faculty members will be responsible to the liaison person designated by the facility for all general arrangements relating to the student experience.
2. The number and distribution of students to the facility will be mutually agreed upon between GISD and the facility at the beginning of each semester.
3. The assignment period shall be during all GISD academic sessions except in the instance of special arrangements.
4. The GISD will provide the facility with the names of the students entitled to use the resources of the facility under the terms of this agreement and his/her periods of assignment to the facility.
5. All faculty and students will have liability insurance. A statement will be provided upon request, giving assurance that faculty and students are covered by liability insurance in an amount not less than \$1,000,000 per occurrence/\$5,000,000 aggregate.
6. Representatives of the GISD and the facility shall meet as often as necessary to study the student clinical experience and terms of this agreement and make such suggestions and changes as needed.
7. GISD, faculty, and students will be subject to the rules and regulations established by the facility for the division of the facility to which they are assigned.
8. Faculty will instruct students regarding rules and regulations for the division of the facility to which they are assigned.
9. GISD faculty agrees to provide clinical objectives and guidelines to the units of the facility to which students are assigned.
10. GISD will withdraw any student from clinical at LMC when/if the student is proved to be unacceptable to GISD for reasons of health, performance, or any other reasonable cause.

11. GISD will require all students, prior to acceptance into the program, to have a physical examination and proof of health care provider immunizations. These will be available for review.
12. All students will have negative drug screening results available for review.
13. All students will have negative criminal background check results or will meet Texas Board of Nursing (TBON) documentation for eligibility to apply for state licensure.
14. Faculty and students will be responsible for their own transportation, meals, laundry, and health care needs in the performance of this agreement. There will be no exchanges of monies between the facility and GISD. GISD personnel, students, and faculty shall be responsible for their own injury, illness, or hospitalization expenses.
15. The salaries and expenses of any instructors, supervisors, or other employees of GISD will be paid by GISD. The LMC agrees that members of its faculty will serve as consultants and on committees of the facility when requested by the facility and when possible due to teaching responsibilities.
16. The facility further agrees as follows:
 - a. To maintain the criteria for accreditation as established by the Joint Commission on Accreditation of Hospitals (JCAHO) or other appropriate accrediting agency.
 - b. To provide GISD with the necessary space or facilities for conference areas for student teaching as available.
 - c. To allow students and faculty members of the GISD to utilize agency eating facilities, as available, at the sole expense of the student and the faculty.
 - d. To retain responsibility for patient care.
 - e. To have no authority to dismiss faculty or students. Should the affiliating agency wish to recommend the dismissal of faculty or students, such recommendation must be addressed to the faculty or program director.
 - f. Make available to the GISD Health Professions Division the following information:
 - i. Accreditation status
 - ii. Patient census (average daily)
 - iii. Nursing staffing (average)
17. The parties agree to comply with the requirements of the role transition (Preceptorship) experience, which are set forth in Exhibit A, attached hereto and incorporated herein by this reference.
18. Both parties agree to comply with all applicable federal and state laws prohibiting discrimination against persons on account of race, sex, color, age, religion, national origin, disability, or because they are beneficiaries of government reimbursement programs including, but not limited to Medicaid and Medicare.
19. Parties hereto agree to indemnify each other for the costs, damages, lawsuits, demands, or accusations against the other party incurred as the result of any action(s) or inactions(s) on the part of either of the parties' respective employee(s), agents, representatives, or other authorized persons.
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1. Retain ultimate responsibility for the care of clients.
2. Recommend to LMC registered nurses or other professionals that meet preceptor requirements.
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2. Complete student orientation to the nursing unit as needed.
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7. Complete learning objectives and written reports of experiences.

NOTE: Students understand that failure to comply with GISD or LMC policies and procedures will result in removal from the clinical site and possible failure in the course. Students also understand the importance of cooperation with the RN-Preceptor both for the safety and the success of the learning experience.

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2. Students will adhere to assigned preceptor experiences and obtain a signed preceptor-student agreement before each new preceptored experience.
3. Students will document the clinical experience on the weekly clinical evaluation form and present the weekly evaluation form to the preceptor for completion of preceptor section.
4. Should circumstances prevent student attendance, the student must first notify the designated clinical instructor, then the preceptor.

**THE COOPERATIVE AGREEMENT
OF
CLINICAL AFFILIATION**

Limestone Medical Center and Groesbeck Independent School District have reviewed the clinical affiliation agreement and agree to let it stand as is with initialed revisions as witnessed by the following signatures.

This agreement is *(initial one of the following)*:

_____ For 2 years, from 11/01/2023 to 08/31/2025.

_____ An agreement which automatically renews each year unless either of the parties elects not to continue the agreement as stipulates.

Groesbeck Independent School District

Date

Limestone Medical Center

Date

K. Textbook Committee

Budget Year 2025

Proclamation 2024
State Adoption, Fall 2023
Materials Ordered, Spring 2024
Implementation, 2024–25 School Year
Science, K–12
Technology Applications, K-8 See Proclamation
CTE- Health Science
Personal Financial Literacy and Economics
[Samples- All Subjects](#)
[Proclamation](#)

Committee Members: Science

GHS: Teacher: Jill Flatt

Teacher: Megan Bolton

Teacher: Greg Hazelwood

GMS: Teacher: Ashley Stewart

Teacher: Daniela O'Docharty

EWIS: Teacher: Julie Farris

Teacher: Joanna Carpenter

Teacher: Amy Davis

HOW: Teacher: Regina King

Teacher: Adamary Lopez

Teacher: Rachel Boyte

Teacher: Stephanie Heslep

Other: Cindy Ensminger

Committee Members: Technology Application

GMS: Admin-Nicole Dawley

EWIS: Paraprofessional: Rian Wiley

Admin: Janis Royal

HOW: Admin: Kelley Copeland

Other: Cindy Ensminger

Committee Members: CTE-Health Science

GHS: Teacher-Anatomy Larry Sloan

Teacher-Med. Term. Mychal Masters

Teacher -Forensic Jill Flatt

GMS: Teacher-Kasey Ladd

Other: Cindy Ensminger

Committee Members Personal Financial Lit. and Econ.

GHS: Teacher- Cleshay Allen

Teacher- Maddie Wallace

Other: Cindy Ensminger

L. Donation(s)

GROESBECK TENNIS
352 RIVERVIEW DR.
GROESBECK, TX 76642

88-1503
1119

1004

DATE 8/23/23

© DELUXE DRIVE CONVENIENCE
SPECIALTY BLUE HIGH SECURITY



PAY TO
THE ORDER OF

Groesbeck ISD

\$ 2200.⁰⁰/₁₀₀

Two thousand two hundred dollars

Heat
Reactive
Ink



The Farmers State Bank

• MAIN OFFICE • GROESBECK, TX 76642 (254) 728-2272
• BRANCH OFFICES •
THORNTON, (254) 335-6400 HEBERS, (254) 376-2203
FAIRFIELD, (803) 826-7999 MEXIA, (254) 682-9484
WORTHAM, (254) 728-2232 JEWETT, (803) 826-4008

MEMO

Wilson Tennis bags (14) Holly Sully Stacie Canall

LOOK FOR FRAUD-DETECTING FEATURES INCLUDING THE SECURITY SQUARE AND HEAT-REACTIVE INK. DETAILS ON BACK.

**IX. DISCUSSION OF THE EFFICIENCY AUDIT IN REGARD TO
THE NOVEMBER 7, 2023 VOTER-APPROVED TAX RATE
ELECTION (VATRE)**

**GROESBECK
INDEPENDENT SCHOOL
DISTRICT**

Groesbeck, Texas

EFFICIENCY AUDIT REPORT

**DATA FOR THE FISCAL YEAR
ENDED AUGUST 31, 2022**

GROESBECK INDEPENDENT SCHOOL DISTRICT

EFFICIENCY AUDIT REPORT

FOR THE YEAR ENDED AUGUST 31, 2022

TABLE OF CONTENTS

	<u>Page</u>
Report of Independent Auditors on an Efficiency Audit Conducted in Accordance with <i>Government Auditing Standards</i>	1
Section I – Executive summary	2
Section II – Summary of Audit Results	3
Section III – Objectives and Approach	4
Section IV – District Data on Accountability, Students, Staffing and Finances, with Peer Districts and State Comparisons	8
Section V – Additional Financial, Operational, and Academic Information	15

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**REPORT OF INDEPENDENT AUDITORS ON AN EFFICIENCY
AUDIT CONDUCTED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

Pattillo, Brown & Hill, L.L.P. conducted an efficiency audit as prescribed by the State of Texas Legislative Budget Board for the Groesbeck Independent School District (the "District"). The purpose of this report is to communicate the results of the efficiency audit.

The purpose of our efficiency audit was to assess the District's fiscal management, efficiency and utilization of resources, and whether the District has implemented best practices utilized by Texas school districts before an election to adopt a Maintenance and Operations (M&O) property tax rate.

Our efficiency audit was conducted in accordance with the standards applicable to performance audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the performance audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our performance audit objectives. We believe that the evidence obtained provides a reasonable basis for our observations and conclusions based on our performance audit objectives.

The procedures performed did not constitute an audit, a review, or a compilation of the District's financial statements or any part thereof, nor an examination of management's assertions concerning the effectiveness of the District's internal-control systems or compliance with laws, regulations, or other matters. Accordingly, the performance of the procedures did not result in the expression of an opinion or any other form of assurance on the District's financial statements or any part thereof, nor an opinion or any other form of assurance on the District's internal-control systems or its compliance with laws, regulations, or other matters.

Pattillo, Brown & Hill, L.L.P.

Waco, Texas
September 15, 2023

OFFICE LOCATIONS

TEXAS | Waco | Temple | Hillsboro | Houston
NEW MEXICO | Albuquerque



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To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

SECTION I - EXECUTIVE SUMMARY

Overview of Procedures Performed

In conducting the efficiency audit for Groesbeck Independent School District (the "District"), we gained an understanding of the District's fiscal management, efficiency and utilization of resources, and whether the District has implemented best practices utilized by Texas school districts by analyzing information from fiscal year ended August 31, 2022 and prior, maintained by the Texas Education Agency and the District. An overview of the objectives and approach performed during the efficiency audit are provided in Section III of this report.

District data on accountability, students, staffing and finances, with peer districts and state comparisons are described in Section IV of this report.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

SECTION II – SUMMARY OF AUDIT RESULTS

On November 7, 2023, Groesbeck Independent School District (the "District") is holding an election to increase the District's maintenance and operations property tax rate. Maintenance and Operations (M&O) taxes are for the operation of public schools. The District has not held a tax ratification election in the past.

The District is proposing to increase the M & O tax rate from \$0.73800 to \$0.76800. The incremental tax revenue estimated to be generated in the first school year is \$800,000, which is 3.9% of the District's current adopted operating budget. If the District's M&O voter-approval tax ratification election is successful, the estimated increase in property taxes paid by the owner of a single-family residential property at the current average home value of the district will not increase, as the ISD will reduce the I&S rate equal to the increase of the M&O rate. This proposed tax rate of \$0.97550 is in addition to the tax rates adopted by city, county, and special taxing districts.

The District intends for market competitiveness, the additional tax revenue for all staff salaries and for competitive teacher compensation and instructional opportunities for students. If the measure does not pass, instructional offerings for students will have to be curtailed or eliminated, and staffing ratios and compensation for teachers and other staff must be evaluated and adjusted accordingly for current and future years.

The District engaged Pattillo, Brown & Hill, LLP in June 2023 to conduct the efficiency audit. Efficiency audits focus on informing voters about the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices. The information includes data and tools that the State of Texas currently utilizes to measure school district efficiency.

Some key information about the District:

- The District's total operating revenue, for the most recent year totaled \$14,513 per student, while its peer districts average and State average were \$13,194 per student and \$12,504 per student, respectively.
- Over the last five years, the District's total average operating revenues for all funds totaled \$11,479 per student, while its peer districts average and State average were \$11,513 per student and \$11,045 per student, respectively.
- Over the last five years, the District's average General Fund operating revenue per student totaled \$9,478, while its peer districts average totaled \$9,671 per student.
- The District's total operating expenditures for the most recent year totaled \$14,210, while its peer districts average was \$11,937 per student. The State's total average operating expenditures totaled \$11,939 per student.
- Over the last five years, the District's average total operating expenditures totaled \$11,718 per student compared to its peer districts average of \$10,770 per student and the State average of \$10,621 per student.
- Over the last five years, the District's average General Fund operating expenditures per student was \$9,757 per student, while its peer districts average was \$9,033 per student.
- The District has earned a Superior Rating for the School Financial Integrity Rating System of Texas (FIRST) for the last five years.
- The Texas Education Agency reviews and tracks the performance of both school districts and individual schools with the Texas A-F Accountability System. The results are posted year-to-year. The results for the 2022 school year for the District are as follows:

Overall District Grade: B

- 0 Campuses received an A Grade
- 4 Campuses received a B Grade
- 0 Campuses received a C Grade
- 0 Campuses received a D Grade
- 0 Campuses received an F Grade

Additional details and audit results are included in Section IV.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

SECTION III - OBJECTIVES AND APPROACH

Objectives

The objective of our efficiency audit was to assess the District's fiscal management, efficiency and utilization of resources, and whether the District has implemented best practices utilized by Texas school districts.

Approach

In order to achieve the objectives set forth above, Pattillo, Brown & Hill, LLP performed the following procedures:

1. Selected five (5) to ten (10) peer districts, developed a simple average and used the same comparison group throughout the audit.
2. Reported on the overall accountability rating (A-to-F and a corresponding scale score of 1 to 100).
3. Compared the District's peer districts' average score and listed the following District's campus information:
 - a. Accountability rating count for each campus level within the district.
 - b. Names of the campuses that received an F accountability rating
 - c. Campuses that are required to implement a campus turnaround plan
4. Reported on the District's School FIRST rating. For a rating of less than A, listed the indicators not met.
5. Reported on student characteristics for the District, its peer districts and the State average including:
 - a. Total Students
 - b. Economically Disadvantaged
 - c. English Learners
 - d. Special Education
 - e. Bilingual/ESL Education
 - f. Career and Technical Education
6. Reported on the attendance rate for the District, its peer districts and the State.
7. Reported on the five-year enrollment for the District for the most recent school year and four (4) years prior, the average annual percentage change based on the previous five years and the projected next school year.
8. Reported on the following indicators related to the District's revenue, its peer districts' average and the State average and explained any significant variances.
 - a. Local M&O Tax (Retained) (without debt service and recapture)
 - b. State
 - c. Federal
 - d. Other local and intermediate
 - e. Total revenue

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

9. Reported on the following indicators related to the District's expenditures, its peer districts' average, and the State average and explained significant variances from the peer districts' average if any. In addition, explained the reasons for the District's expenditures exceeding revenue if applicable.
 - a. Instruction
 - b. Instructional resources and media
 - c. Curriculum and staff development
 - d. Instructional leadership
 - e. School leadership
 - f. Guidance counseling services
 - g. Social work services
 - h. Health services
 - i. Transportation
 - j. Food service operation
 - k. Extracurricular
 - l. General administration
 - m. Plant maintenance and operations
 - n. Security and monitoring services
 - o. Data processing services
 - p. Community services
 - q. Total operating expenditures

10. Reported on the following indicators for payroll and select salary District expenditures compared to its peer districts' average and the State average and explained any significant variances from the peer districts' average in any category.
 - a. Payroll as a percentage of all funds
 - b. Average teacher salary
 - c. Average administrative salary
 - d. Superintendent salary

11. Reported on the General Fund operating fund balance, excluding debt service and capital outlay, for the past five years and per student for the District and its peer districts. Analyzed unassigned balance per student and as a percentage of three-month operating expenditures and explained any significant variances.

12. Reported the District's allocation of staff, and student-to-teacher and student-to-total staff ratios for the District, its peer districts and the State average. The following staff categories were used:
 - a. Teaching
 - b. Support
 - c. Administrative
 - d. Paraprofessional
 - e. Auxiliary
 - f. Students per total staff
 - g. Students per teaching staff

13. Reported on the District's teacher turnover rate as well as its peer districts and the State's average.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

14. Reported on the following programs offered by the District, including the number of students served, percentage of enrolled students served, program budget, program budget as a percentage of the District's budget, total staff for the program, and student-to-staff ratio for the program.
 - a. Special Education
 - b. Bilingual Education
 - c. Migrant Programs
 - d. Gifted and Talented Programs
 - e. Career and Technical Education
 - f. Athletics and Extracurricular Activities
 - g. Alternative Education Program/Disciplinary Alternative Education Program
 - h. Juvenile Justice Alternative Education Program
15. Described how the District maximizes available resources from state sources and regional education service centers to develop or implement programs or deliver services.
16. Report on the District's annual external audit report's independent auditor's opinion as required by *Government Auditing Standards*.
17. Explained the basis of TEA assigning the District a financial-related monitoring/oversight role during the past three years if applicable.
18. In regards to the District's budget process, provided a response to each of the following questions:
 - a. Does the district's budget planning process include projections for enrollment and staffing?
 - b. Does the district's budget process include monthly and quarterly reviews to determine the status of annual spending?
 - c. Does the district use cost allocation procedures to determine campus budgets and cost centers?
 - d. Does the district analyze educational costs and student needs to determine campus budgets?
19. Provided a description of the District's self-funded program, if any, and analyzed whether program revenues are sufficient to cover program costs.
20. Reported whether the District administrators are evaluated annually and, if so, explained how the results inform District operations.
21. In regards to the District's compensation system, provided a response to the following questions:
 - a. Does the District use salary bonuses or merit pay systems? If yes, explain the performance-based systems and the factors used.
 - b. Do the District's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?
 - c. Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?
 - d. Has the District made any internal equity and/or market adjustments to salaries within the past two years?

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

22. In regards to planning, provided a response for each of the following questions:
 - a. Does the District develop a District Improvement Plan (DIP) annually?
 - b. Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?
 - c. Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:
 - i. Does the District use enrollment projections?
 - ii. Does the District analyze facility capacity?
 - iii. Does the District evaluate facility condition?
 - d. Does the District have an active and current energy management plan?
 - e. Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?

23. In regards to District academic information, we will provide a response for each of the following questions:
 - a. Does the District have a teacher mentoring program?
 - b. Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?
 - c. When adopting new programs, does the District define expected results?
 - d. Does the District analyze student test results at the district and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?

24. Provided a response to the question if the District modifies programs, plans staff development opportunities, or evaluates staff based on analyses of student test results.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

SECTION IV - DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER DISTRICTS AND STATE COMPARISONS

1. Peer Districts

Eight peer districts were identified by using Texas Smart Schools. The peer districts were selected based on their comparable cost environments based on student enrollment, labor market conditions, student needs, and tax rate to Groesbeck Independent School District (the "District").

**FIGURE 1
PEER DISTRICTS**

Peer Districts	County
Eustace ISD	Henderson County
Jefferson ISD	Marion County
Houston ISD	Harris County
Onalaska ISD	Polk County
Princeton ISD	Collin County
Spring Branch ISD	Harris County
Waller ISD	Waller County
Burnet CISD	Burnet County

2. Accountability Rating

The Texas Education Agency (TEA) annually assigns an A-to-F rating and a corresponding scaled score (1 to 100) to each district and campus based on student assessment results and other accountability measures.

**FIGURE 2
ACCOUNTABILITY RATING COMPARISON
FISCAL YEAR 2022**

	District Rating (A-F)	District Score (1-100)	Peer District Average Score (1-100)
Rating/Score	B	84	85

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

FIGURE 3
ACCOUNTABILITY RATING BY CAMPUS LEVEL
FISCAL YEAR 2022

	Elementary Schools	Junior High Schools	High Schools
A	-	-	-
B	1	2	1
C	-	-	-
D	-	-	-
F	-	-	-

3. Financial Rating

The State of Texas’ school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

The School Financial Integrity Rating System of Texas (FIRST) holds school districts accountable for the quality of their financial management practices. The rating is based on five (5) critical indicators as well as minimum number of points for an additional ten (10) indicators. Beginning with 2015-2016 Rating (based on the 2014-2015 financial data), the Texas Education Agency moved from a “Pass/Fail” system and began assigning a letter rating. The ratings and corresponding points are shown below:

Rating	Points
A = Superior	90 – 100
B = Above Standard	80 - 89
C = Meets Standards	60 – 79
F = Substandard Achievement	Less than 60

The District’s 2022-2023 rating based on fiscal year 2021-2022 data was an A (Superior). The District also earned a Superior Rating in 2018, 2019, 2020 and 2021.

FIGURE 4
SCHOOL FIRST
FISCAL YEAR 2022

	District Rating (A-F)
Rating	A

4. Student Characteristics, Attendance, and 5-Year Enrollment Student Characteristics

Every student is served differently in public schools based on their unique characteristics. Such data is captured by the Texas Education Agency on an annual basis. Figure 5 provides student counts for five (5) select student characteristics, which are described below:

Economically Disadvantaged – This term has an identical meaning to educationally disadvantaged, which is defined by the Texas Education Code (TEC) §5.001(4) as a student who is “eligible to participate in the national free or reduced-price lunch program”.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

English Learners – The Texas Education Agency defines an English Learner as a student who is in the process of acquiring English and has another language as the primary language; it is synonymous with English Language Learner (ELL) and Limited English Proficient (LEP).

Special Education – These are students with a disability as defined by Federal regulations (34 CFR §§ 300.304 through 300.311), State of Texas Laws (Texas Education Code §29.003) or the Commissioner’s/State Board of Education Rules (§89.1040).

Bilingual/ESL Education – The Texas Education Code §29.055 describes students enrolled in a bilingual education program as those students in a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students and for carefully structured and sequenced mastery of the English language skills. Students enrolled in an English as a Second Language (ESL) program receive intensive instruction in English from teachers trained in recognizing and dealing with language differences.

Career and Technical Education - Students enrolled in State approved Career and Technology Education programs.

**FIGURE 5
SELECTED STUDENT CHARACTERISTICS
FISCAL YEAR 2022**

	Groesbeck ISD		Peer District Average Percentage	State Average Percentage
	Total Student Population Count	Percentage of Student Population		
Total Students	1,546	100.0%	n/a	n/a
Economically Disadvantaged	997	64.5%	66.3%	60.7%
English Learners	84	5.4%	17.4%	21.7%
Special Education	199	12.9%	14.1%	11.6%
Bilingual/ESL Education	83	5.4%	17.4%	21.9%
Career and Technical Education	496	32.1%	25.0%	25.8%

SOURCE: Texas Education Agency, Public Education Information Management System Program Information and Student Data Reports.

There are 5.4 million students served by public schools in the State of Texas. Of those students, 3.3 million or 60.7 percent are economically disadvantaged. The percentage of economically disadvantaged students served by the District compared to its total student population totaled 64.5 percent, which is 1.8 percent lower than the peer districts average and 3.8 percent more than the State average, respectively.

The peer districts average total student count was 31,326. Of the peer districts evaluated, Houston Independent School District had the highest total student count of 194,607, while Jefferson Independent School District had the lowest student count of 1,163.

5. Attendance

**FIGURE 6
ATTENDANCE RATE
FISCAL YEAR 2022**

	Groesbeck ISD Total	Peer Districts Average	State Average
Attendance Rate	93.1%	94.45%	95.0%

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

A school district’s State Funding is a complex calculation with many inputs. One of the primary drivers within the calculation is student attendance. While the District’s attendance rate is comparable to that of its peer districts average and of the State average, it should be noted that the District’s attendance rate has decreased slightly from the previous two years. The 2020-2021 attendance rate was 95.4 percent, while the 2019-2020 attendance rate was 98.6 percent.

6. Five-Year Enrollment

The attendance rate should be evaluated in conjunction with the number of students enrolled. As shown in Figure 7, the District has experienced an average annual decrease over the last five years of 4.7 percent. Future decreases in attendance would yield a lower state funding amount.

**FIGURE 7
5-YEAR ENROLLMENT
FISCAL YEAR 2022**

	Enrollment
2022	1,546
2021	1,522
2020	1,612
2019	1,687
2018	1,880
Average annual percentage change based on the previous five years	-4.7%
2023 projection	1,473

7. District Revenue

**FIGURE 8
DIRECT TAX REVENUE
FISCAL YEAR 2022**

	Groesbeck ISD		Peer District Average		State Average	
	Revenue Per Student	Percentage of Total	Revenue Per Student	Percentage of Total	Revenue Per Student	Percentage of Total
Local M&O Tax (Retained) (1)	\$ 8,052	55.5%	\$ 6,112	47.1%	\$ 4,960	39.7%
State (2)	1,911	13.2%	3,860	28.9%	4,516	36.1%
Federal	4,175	28.8%	2,863	21.3%	2,611	20.9%
Other Local and Intermediate	375	2.6%	359	2.7%	417	3.3%
Total Revenue	<u>\$ 14,513</u>	<u>100.0%</u>	<u>\$ 13,194</u>	<u>100.0%</u>	<u>\$ 12,504</u>	<u>100.0%</u>

Note: (1) Excludes Debt Service Recapture.
(2) Excludes TRS on-behalf revenue.

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

The financial data above includes all funds, except for the District’s capital projects fund and debt service fund revenues. Approximately \$860,177 of the Teacher Retirement System (TRS) contributions made by the State of Texas on-behalf of the District were also excluded from the State revenues. In accordance with Governmental Accounting Standards Board, on-behalf contributions must also be recorded as expenditures. However, the source reports used for the analyses did not exclude such on-behalf expenditures. The on-behalf contributions of \$860,177 equates to \$557 per student.

The District’s receives more revenue per student compared to its peer districts average and the State average.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

8. District Expenditures

FIGURE 9
DISTRICT ACTUAL OPERATING EXPENDITURES
FISCAL YEAR 2022

	Groesbeck ISD		Peer District Average		State Average	
	Expenditures Per Student	Percentage of Total	Expenditures Per Student	Percentage of Total	Expenditures Per Student	Percentage of Total
Instruction	\$ 6,626	46.6%	\$ 6,752	56.6%	\$ 6,671	55.9%
Instructional Resources and Media	90	0.6%	105	0.8%	120	1.0%
Curriculum and Staff Development	623	4.4%	212	1.8%	291	2.4%
Instructional Leadership	189	1.3%	223	1.9%	206	1.7%
School Leadership	623	4.4%	657	5.5%	688	5.8%
Guidance Counseling Services	708	5.0%	460	3.9%	468	3.9%
Social Work Services	-	-	25	0.2%	43	0.4%
Health Services	139	1.0%	131	1.1%	139	1.2%
Transportation	481	3.4%	448	3.8%	353	3.0%
Food Service Operation	651	4.6%	684	5.7%	598	5.0%
Extracurricular	652	4.6%	409	3.4%	355	3.0%
General Administration	579	4.1%	367	3.1%	393	3.3%
Plant Maintenance and Operations	1,796	12.6%	1,106	9.3%	1,177	9.9%
Security and Monitoring Services	22	0.2%	107	0.9%	131	1.1%
Data Processing Services	797	5.6%	222	1.9%	246	2.1%
Community Services	234	1.7%	29	0.3%	60	0.5%
Total Operating Expenditures	\$ <u>14,210</u>	<u>100.00%</u>	\$ <u>11,937</u>	<u>100.00%</u>	\$ <u>11,939</u>	<u>100.00%</u>

Note: (1) Includes TRS on-behalf of expenditures.

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

Capital outlay, debt service payments and other intergovernmental expenditures are not considered operating expenditures.

The District spends less per student on direct instruction than its peer districts average and the State average. In addition, the District spends more per student on general administration costs compared to its peer districts average and the State average.

The District spends more per student than peer districts average and State average.

9. District Payroll Expenditures Summary

FIGURE 10
PAYROLL EXPENDITURE SUMMARY
FISCAL YEAR 2022

	Groesbeck ISD	Peer District Average	State Average
Payroll as a Percentage of All Funds	73.4%	79.2%	78.0%
Average Teacher Salary	\$ 56,242	\$ 58,357	\$ 58,887
Average Administrative Salary	\$ 94,505	\$ 117,916	\$ 112,797
Superintendent Salary	\$ 159,747	\$ 223,766	\$ 140,852

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

The District spends less on payroll costs than its peer districts average and the State average. Also, the District, on average, spends less per teacher than its peer districts average and the State average.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

The average administrative salary is lower than the two comparison groups as is the Superintendent’s salary compared to the peer districts average average. It is important to note that the data for the State average for the Superintendent is comprised of school districts across the State with enrollments ranging from 13 to 209,772 students.

10. Fund Balance

The General Fund is the operating fund in a governmental entity. Fund balance represents the current resources/assets available to the government less any current obligations/liabilities. Within fund balance there are five (5) categories: non-spendable, restricted, committed, assigned and unassigned. Non-spendable fund balance cannot be spent because it is either (a) not in a spendable form, such as inventory or (b) legally or contractually required to be maintained intact. Restricted fund balance is net resources that are restricted as to use by an external party, such as a federal grantor. Committed fund balance is set aside for a specific purpose as resolved by the Board of Trustees. Assigned fund balance is fund balance that has been set aside by management for a specific purpose. Finally, unassigned fund balance is the remaining amount that is not restricted, committed, or assigned for a specific purpose.

The Texas Education Agency evaluates unassigned fund balance by comparing it to three-months (25%) of annual operating expenditures. The District’s unassigned fund balance as of August 31, 2022 totaled \$3.3 million compared to its General Fund operating expenditures of \$16.0 million. Three months average operating expenditures would equate \$4.0 million, which has not been exceeded by the District. Unassigned fund balance may be used for one-time expenditures or for emergencies related to an unforeseen event. However, fund balance should not be relied upon for on-going operational expenditures.

**FIGURE 11
GENERAL FUND BALANCE
AUGUST 31, 2022**

Groesbeck ISD			
	General Fund Unassigned Fund Balance for Student	General Fund Unassigned Fund Balance as a Percentage of Operating Expenditures	General Fund Unassigned Fund Balance as a Percentage of 3-Month Operating Expenditures
2022	\$ 2,122	20.5%	82.0%
2021	3,012	28.9%	115.7%
2020	2,850	28.2%	112.7%
2019	3,221	35.4%	141.5%
2018	3,198	36.3%	145.3%
Peer District Average			
	General Fund Unassigned Fund Balance for Student	General Fund Unassigned Fund Balance as a Percentage of Operating Expenditures	General Fund Unassigned Fund Balance as a Percentage of 3-Month Operating Expenditures
2022	\$ 3,515	37.6%	150.5%
2021	3,120	33.1%	132.4%
2020	2,537	28.0%	112.1%
2019	2,744	31.9%	127.5%
2018	2,231	26.1%	104.3%

SOURCE: Texas Education Agency, Public Education Information Management System District Financial Actual Reports.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

11. District Staffing Levels

FIGURE 12
STAFF RATIO COMPARISON
FISCAL YEAR 2022

	Groesbeck ISD	Peer District Average	State Average
Teaching Staff (Percentage of Total Staff)	43.9%	46.6%	49.3%
Support Staff (Percentage of Total Staff)	5.2%	8.9%	10.7%
Administrative Staff (Percentage of Total Staff)	4.3%	4.3%	4.1%
Paraprofessional Staff (Percentage of Total Staff)	16.6%	12.7%	11.1%
Auxiliary Staff (Percentage of Total Staff)	30.0%	27.5%	24.8%
Students Per Total Staff	5.8	6.9	7.2
Students Per Teaching Staff	13.1	14.7	14.6

SOURCE: Texas Education Agency, Public Education Information Management System District Staff Information Reports.

The District's total staff for the year ended August 31, 2022 was 268. The District has less students per total staff and teaching staff than its peer districts average and the State average.

12. Teacher Turnover Rates

FIGURE 13
TEACHER TURNOVER RATES
FISCAL YEAR 2022

	Groesbeck ISD Turnover Rate	Average Peer District Turnover Rate	State Turnover Rate
Teachers	13.0%	19.21%	17.7%

SOURCE: Texas Education Agency, Public Education Information Management System District Staff Information Reports.

The District's turnover rate is lower than the average peer districts turnover rate and the State average.

13. Special Programs

FIGURE 14
SPECIAL PROGRAMS CHARACTERISTICS
FISCAL YEAR 2022

	Number of Students Served	Percentage of Enrolled Student Served	Program Budget Per Student Served ⁽¹⁾	Program Budget as a Percentage of District Budget ⁽¹⁾	Total Staff for Program	Students Per Total Staff for Program
Total Students	1,546	100.0%	n/a	n/a	n/a	n/a
Economically Disadvantaged	997	64.5%	\$ 10,223	76.00%	93	10
English Learners	84	5.4%	\$ 78	0.82%	1	8
Special Education	199	12.9%	\$ 1,435	13.76%	7	28
Bilingual/ESL Education	83	5.4%	\$ 74	0.71%	1	8
Career and Technical Education	496	32.1%	\$ 686	6.59%	9	55
Athletics and Extracurricular Activities ⁽¹⁾	546	35.3%	\$ 427	4.10%	37	14
Alternative Education Program Disciplinary						
Alternative Education Program ⁽¹⁾	33	1.9%	\$ 15	0.25%	2	16
Juvenile Justice Alternative Education Program ⁽¹⁾	n/a	n/a	n/a	n/a	n/a	n/a

⁽¹⁾ Information was provided by the District

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

SECTION V - ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION

1. State and Regional Resources

The District continuously explores all options for funding, including state and federal sources and local grant sources. The District seeks out and researches potential grants that may be beneficial for the District. Support Staff provides assistance in obtaining external funding for educational programs of distinction which prepare students for academic achievement and graduation. Sources of grants vary widely from State or Federal sources to local options. All funding, state, local or federal, is tied directly to the District Strategic Plan and student performance.

2. Reporting

For the year ended August 31, 2022, Pattillo, Brown & Hill, LLP issued an unmodified opinion on the financial statements. There are three possible opinions: unmodified, qualified, or adverse: or a disclaimer of an opinion. An unmodified opinion is considered a clean opinion.

3. Oversight

Not Applicable

4. Budget Process

**FIGURE 15
BUDGET PROCESS**

Question	Yes/No	Applicable
Does the District's budget planning process include projections for enrollment and staffing?	Yes	
Does the District's budget process include monthly and quarterly reviews to determine the status of annual spending?	Yes	
Does the District use cost allocation procedures to determine campus budgets and cost centers?	Yes	
Does the District analyze educational costs and student needs to determine campus budgets?	Yes	

5. Self-funded Programs

Not Applicable

6. Staffing

All District administrators are evaluated annually. Evaluations help to ensure that highly qualified and effective administrators lead campuses and departments to successfully develop and implement the District's Strategic Plan and focus on student achievement.

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

7. Compensation System

**FIGURE 16
COMPENSATION SYSTEM**

<u>Question</u>	<u>Yes/No</u>	<u>Applicable</u>
Does the District use salary bonuses or merit pay systems?	No	
Do the District's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?	No	
Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?	Yes	
Has the District made any internal equity and/or market adjustments to salaries within the past two years?	Yes	

8. Planning

**FIGURE 17
OPERATIONAL INFORMATION**

<u>Question</u>	<u>Yes/No</u>	<u>Applicable</u>
Does the District develop a District Improvement Plan (DIP) annually?	Yes	
Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?	Yes	
Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:	Yes	
Does the District use enrollment projections?	Yes	
Does the District analyze facility capacity?	Yes	
Does the District evaluate facility condition?	Yes	
Does the District have an active and current energy management plan?	Yes	
Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?	Yes	

To the Board of Trustees and Citizens
of the Groesbeck Independent School District
Groesbeck, Texas

9. Programs

FIGURE 18
ACADEMIC INFORMATION

<u>Question</u>	<u>Yes/No</u>	<u>Applicable</u>
Does the District have a teacher mentoring program?	Yes	
Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?	Yes	
When adopting new programs, does the District define expected results?	Yes	
Does the district analyze student test results at the District and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?	Yes	
Does the District modify programs, plan staff development opportunities, or evaluate staff based on analyses of student test results?	Yes	

X. **EXECUTIVE SESSION**

- A. Deliberation Regarding Level III FNG(LOCAL) Parent/Student Complaint
(Tex. Gov't 551.082)

XI. **RECONVENE IN OPEN MEETING**

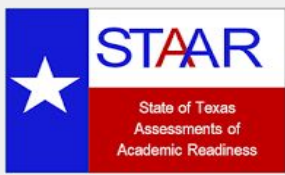
XII. **DISCUSSION AND POSSIBLE ACTION ON MATTERS
DISCUSSED IN EXECUTIVE SESSION**

- A. Consideration and Possible Action on Level III FNG(LOCAL) Parent/Student

XIII. **PRESENTATION OF 2022-2023 ACCOUNTABILITY RESULTS**

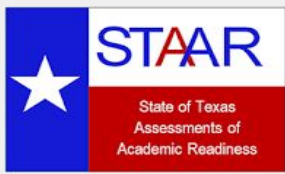
Spring 2023
STAAR EOC
Performance Level Comparisons





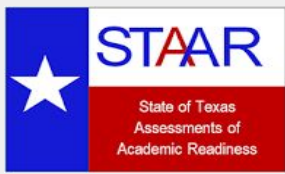
READING: Third Grade

	<u>% Approaches</u>		<u>%Meets</u>		<u>%Masters</u>	
	2022	2023	2022	2023	2022	2023
Groesbeck	81	59	49	28	25	6
State	77	77	52	50	31	20
Region 12	75	75	47	46	26	16



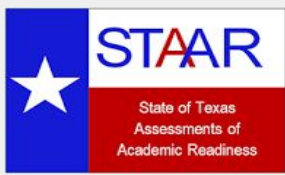
MATH: Third Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	73	50	41	17	22	6
State	70	72	42	43	21	19
Region 12	68	70	37	39	17	15



READING: Fourth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	73	80	48	39	23	12
State	77	78	54	47	29	21
Region 12	75	76	50	43	24	17



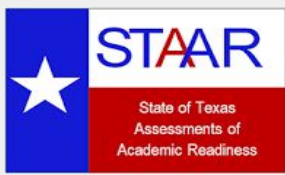
MATH: Fourth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	68	65	38	36	20	17
State	69	70	41	47	23	22
Region 12	65	64	37	40	19	16



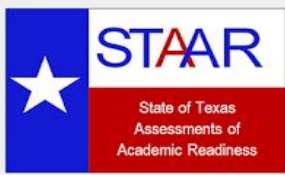
READING: Fifth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	69	74	35	32	17	15
State	80	81	57	56	37	28
Region 12	79	79	53	52	32	24



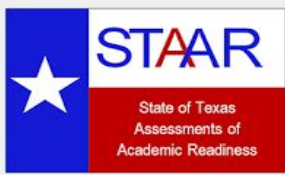
MATH: Fifth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	59	75	32	38	7	16
State	76	79	47	50	24	21
Region 12	74	78	42	46	20	17



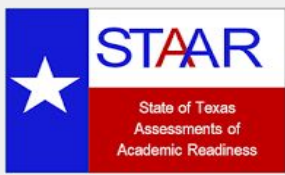
SCIENCE: Fifth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	61	74	31	37	10	15
State	66	64	37	34	17	15
Region 12	63	62	33	30	14	12



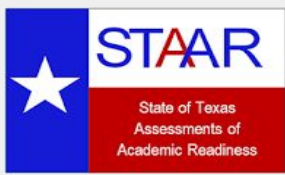
READING: Sixth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	73	82	42	53	17	18
State	69	75	42	50	22	21
Region 12	68	74	38	47	20	17



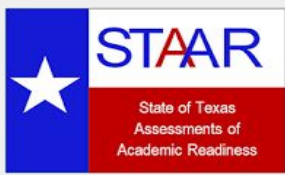
MATH: Sixth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	71	72	45	29	16	7
State	72	74	37	37	15	15
Region 12	73	73	36	34	14	12



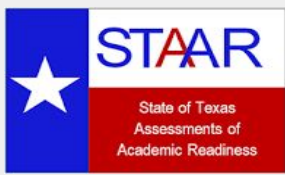
Reading: Seventh Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	74	77	49	51	26	20
State	78	77	54	52	37	26
Region 12	77	76	50	49	33	22



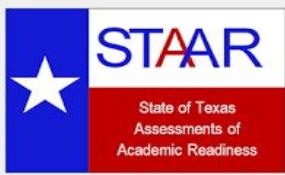
MATH: Seventh Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	62	57	32	28	10	7
State	59	61	29	35	12	10
Region 12	58	62	28	34	10	9



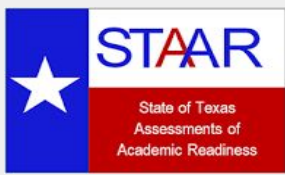
READING: Eighth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	72	78	48	48	33	21
State	82	82	56	56	37	27
Region 12	81	82	53	53	33	23



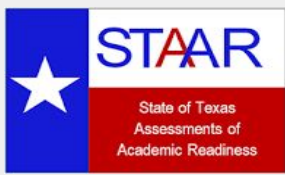
MATH: Eighth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	69	77	33	43	11	11
State	70	74	38	44	13	16
Region 12	66	73	32	39	9	11



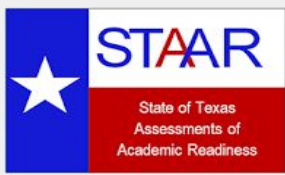
SCIENCE: Eighth Grade

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	57	60	25	21	11	1
State	73	72	43	45	22	16
Region 12	69	71	38	40	18	12



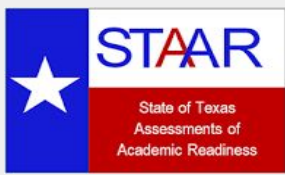
EOC : English I

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	58	72	38	52	8	13
State	63	71	48	54	11	14
Region 12	64	73	48	55	9	13



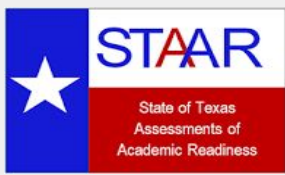
EOC : English II

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	72	81	64	56	5	10
State	71	74	57	56	9	9
Region 12	72	76	58	57	7	8



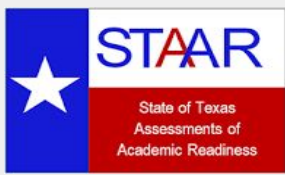
EOC : Algebra

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	80	86	45	53	24	24
State	74	78	46	45	30	24
Region 12	73	78	43	42	25	20



EOC : US History

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	93	97	69	75	35	35
State	89	95	71	71	44	39
Region 12	91	96	72	71	42	36



EOC : Biology

	% Approaches		%Meets		%Masters	
	2022	2023	2022	2023	2022	2023
Groesbeck	75	94	51	76	9	20
State	82	89	57	57	23	22
Region 12	83	89	55	55	19	18

**XIV. BOARD WORKSHOP: DISTRICT IMPROVEMENT PLAN AND
CAMPUS IMPROVEMENT PLANS**

Groesbeck Independent School District District Improvement Plan

2023-2024



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
- Priority Problem Statements 4
- Comprehensive Needs Assessment Data Documentation 5
- Goals 8
- Goal 1: The District's cumulative "meets" grade level score on the STAAR test will increase from 41% to 52% by 2027. Baseline: 2022 - 41% 2023 - 43% 2024 - 46% 2025** - 48% 2026* - 50% 2027* - 52% *2019 STAAR State: 50% **2019 STAAR Region 12: 45% **2019 STAAR Region 10: 53% 9
- Goal 2: The District's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027. Baseline: 2022 - 93.1% 2023 - 94.0% 2024 - 94.5% 2025 - 95.0% 2026 - 95.6% 2027 - 96.0% 14
- Goal 3: The District's cumulative fund balance will increase from 2 months to 3.3 months by 2027. Baseline: 2022 - 2 months Target 2023 - 2.3 months 2024 - 2.6 months 2025 2026 - 2.9 months 2027 - 3.1 months 2027 - 3.3 months 20
- Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students. 26

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. Our enrollment has remained steady. Groesbeck ISD 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 54% 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 (63%) 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. Our High School graduation rate is at 98%. 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 279 individuals of which 114 are teachers and 8 are campus based administrators. Teachers and administrators do meet state certification requirements. 60% of the teachers have 10 or more years of experience. Each campus is also served by at least one licensed school counselor and/or social worker. The district is governed by an elected 7-member Board of Trustees.

Demographics Strengths

Groesbeck ISD is funded 77% from local taxes and 22% by State revenue. Another strength is the low crime rate within the ISD compared to the adjacent ISDs. GISD supports a diverse group of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district is over 528 sq miles, creating a challenge when reaching parents and providing transportation. **Root Cause:** GISD incorporated Thornton ISD and Kosse ISD decades ago.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: August 14, 2023

Goal 1: The District's cumulative "meets" grade level score on the STAAR test will increase from 41% to 52% by 2027.

Baseline: 2022 - 41%

2023 - 43%

2024 - 46%

2025** - 48%

2026* - 50%

2027* - 52%

*2019 STAAR State: 50%

**2019 STAAR Region 12: 45%





**2019 STAAR Region 10: 53%

Performance Objective 1: Develop and implement a Campus 5-year goal with strategies for each STAAR test using comparison groups and Region 12 standards, aligning with district goals.

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: T-TESS goals for student growth aligned with STAAR percentages for both campus and district improvement plans.</p> <p>Strategy's Expected Result/Impact: Campus Improvement Plans support strategy. All certified staff have approved student growth goals in STRIVE.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Director, Superintendent</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 2 Details	Reviews		
Strategy 2: Provide and implement a rigorous, viable curriculum at all grade levels Strategy's Expected Result/Impact: Teacher lessons plans will reflect the use of district adopted curriculum, show differentiation, include data on Scope and Sequence, and review essential skill for student to achieve. Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Director, Superintendent	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implementation of intervention resources to target all students (ex: iReady). Strategy's Expected Result/Impact: Increase in STAAR growth measures. Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Director, Superintendent	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Monitor progress throughout the year by analyzing standards based data provided through assessments Strategy's Expected Result/Impact: Data collection of Unit Assessments, Team data meetings, lesson plans reflect reteaching, remediation Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Director, Superintendent	Formative		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
Strategy 5: Identify English Language Proficiency subpopulation and monitor student progress to ensure CLOSING THE GAP score will receive 10 points Staff Responsible for Monitoring: Dir Student Populations, EL coordinator, campus principals, curriculum dir, Supt	Formative		Summative
	Nov	Dec	Apr
Strategy 6 Details	Reviews		
Strategy 6: Bi monthly curriculum director mtgs and bi-monthly 1:1 principal meetings to review STAAR and UNIT Exam benchmarking. Strategy's Expected Result/Impact: Continued focus on results and attainment of the district goal. Also, thatthe unit exam data is consistent with STAAR results. Staff Responsible for Monitoring: supt, curriculum dior, principals	Formative		Summative
	Nov	Dec	Apr
<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: The District's cumulative "meets" grade level score on the STAAR test will increase from 41% to 52% by 2027.

Baseline: 2022 - 41%

2023 - 43%

2024 - 46%

2025** - 48%

2026* - 50%

2027* - 52%

*2019 STAAR State: 50%

**2019 STAAR Region 12: 45%





**2019 STAAR Region 10: 53%

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Create and promote profile of an educator</p> <p>Strategy's Expected Result/Impact: Staff focus on core business of teaching with communication, collaboration, professionalism in order to ensure students grow one year+</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Curriculum Director, Superintendent</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop and implement a comprehensive safety and security plan dealing with issues such as mental health for students and staff. Plans to include TxSCC requirements for audit, SCC Committee meetings to collaborate with law enforcement, Parent University, Children Telehealth, etc.</p> <p>Strategy's Expected Result/Impact: Updated state required documentation re: school safety and mental health.</p> <p>Staff Responsible for Monitoring: Campus Principal, Curriculum Director, Superintendent</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 3 Details	Reviews		
Strategy 3: Develop and promote the profile of a learner Strategy's Expected Result/Impact: Students who are not from GISD will quickly integrate into GISD programs and culture. Reduced discipline records and higher student achievement from new students. Staff Responsible for Monitoring: Campus Principals, Counselors, Nurse	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Ensure that all extra curricular and co-curricular programs are of the highest quality and meet the interests of all students by student interest surveys, celebrations, activities, and programs Strategy's Expected Result/Impact: Increase in student participation and increase in attendance rates Staff Responsible for Monitoring: Campus Principals, Counselors	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: The District's cumulative "meets" grade level score on the STAAR test will increase from 41% to 52% by 2027.

Baseline: 2022 - 41%

2023 - 43%

2024 - 46%

2025** - 48%

2026* - 50%

2027* - 52%

*2019 STAAR State: 50%

**2019 STAAR Region 12: 45%





**2019 STAAR Region 10: 53%

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Professional development aligned with teachers individual T-TESS professional growth goals. Strategy's Expected Result/Impact: Professional growth goal reflected within lesson plans and instruction. Goals and artifacts tracked within STRIVE. Staff Responsible for Monitoring: Classroom teachers, Administration, Curriculum Director, Superintendent</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement book studies at the staff and administrator level in order to better support students. Strategy's Expected Result/Impact: Campus aligned initiative's. T-PESS goals aligned Staff Responsible for Monitoring: Administrators, Curriculum Director, Superintendent</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Ensure staff are properly trained in the skills needed to fully utilize all technologies and resources available to them. Strategy's Expected Result/Impact: Teacher Academy Schedule. Onboarding schedule. Clear form of communication for help needed Staff Responsible for Monitoring: Administrators, Curriculum Director, Superintendent</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
Strategy 4: UbD style lesson/testing formats for teachers is the GISD expectation on STAAR subjects Strategy's Expected Result/Impact: Unit exams results will coorelate with and predict accurately with STAAR performance. Staff Responsible for Monitoring: principals, supt, curr dir	Formative		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
Strategy 5: PD calendar reflexs district growth needs and planning with the exect team on the agenda for the PD days. Strategy's Expected Result/Impact: Using PD days to fill in teacher instructional gaps Staff Responsible for Monitoring: executive team	Formative		Summative
	Nov	Dec	Apr
<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: The District's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027.

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%





2026 - 95.6%

2027 - 96.0%

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
Strategy 1: Set a realistic 5 year attendance goal for the district and a unique individual campus goal that supports the district goal. Staff Responsible for Monitoring: Board, Supt, PEIMS,	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Publish newsletters which promotes and explains attendance accountability, going over attendance policy, and setting clear and consistent expectations. Staff Responsible for Monitoring: Supt, Principals	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: The District's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027.

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%

2026 - 95.6%

2027 - 96.0%


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


High Priority


HB3 Goal

Strategy 1 Details	Reviews		
Strategy 1: Provide campus attendance reports weekly to track progress of Goal Staff Responsible for Monitoring: PEIMS, Supt, principals	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Create and enforce a school-wide attendance plan where attendance is taken and submitted appropriately daily. Staff Responsible for Monitoring: PEIMS, Attendance clerks, campus leadership	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Establish collaborative meetings with Assistant Principals and campus Principals. Strategy's Expected Result/Impact: Establish school self assessments, defined roles and responsibilities, and tips for effective attendance monitoring and supports Staff Responsible for Monitoring: APs, Supt, PEIMS, Principals	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Establish positive relationship with Attendance Judge by providing clear and consistent documentation and communication from each campus. Strategy's Expected Result/Impact: Judge supports fining and/or penalizing families who consistently have poor attendance.	Formative		Summative
	Nov	Dec	Apr

Staff Responsible for Monitoring: APs, Supt, PEIMS, Principals

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: The District's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027.

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%

2026 - 95.6%





2027 - 96.0%

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
Strategy 1: Create a goal attainment bonus for campuses within district budget for when campuses exceed their attendance goal Strategy's Expected Result/Impact: Students and staff see that attendance is positively rewarded and continue to increase attendance rate Staff Responsible for Monitoring: supt, business Mgr, accounting, principals	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Require special meetings with campus leadership team when the campus is below the targeted individual campus goal Strategy's Expected Result/Impact: Updated CIP with amended strategies Staff Responsible for Monitoring: campus leadership, PEIMS, supt	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Require all campuses to create and actively promote a campus and teacher PBIS attendance system(s, requiring the use of all tiers in the PBIS pyramid Strategy's Expected Result/Impact: Reduced negative behaviors resulting in OSS and increased campus overall attendance Staff Responsible for Monitoring: supt, campus principals	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
Strategy 4: Increase active participation in spirit week events and have a more unified district concept. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: campus admin	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: The District's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027.

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%





2026 - 95.6%

2027 - 96.0%

Performance Objective 4: Increase health of Staff and Students

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
Strategy 1: Increase participation of Staff Flu Clinic days Staff Responsible for Monitoring: district nurse	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Establish district-wide cleaning and sanitizing system during flu and covid peaks. Strategy's Expected Result/Impact: increased/stable attendance Staff Responsible for Monitoring: Dir of Maint, supt, campus principals	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: The District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.





Baseline: 2022 - 2 months
 Target 2023 - 2.3 months
 2024 - 2.6 months
 2025 - 2.9 months
 2026 - 3.1 months
 2027 - 3.3 months

Performance Objective 1: Pass VATRE in November election

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
Strategy 1: Send postcards to each registered voter explaining need for VATRE favorably outcome for the district. Strategy's Expected Result/Impact: Pass the VATRE in November 20223 Staff Responsible for Monitoring: exec asst, supt, accounts payable	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Host 12 or more community information meetings throughout the district regarding the VATRE to include a board member at each. Strategy's Expected Result/Impact: Pass the VATRE in November 20223 Staff Responsible for Monitoring: Board, supt, business Mgr, exec assistant	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Communicate in social media, website, and local paper clear message regarding the importance of the VATRE. Strategy's Expected Result/Impact: Pass the VATRE in November 20223 Staff Responsible for Monitoring: Supt, Exec Asst.	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Meet with business owners and place information at their locations Strategy's Expected Result/Impact: pass VATRE Staff Responsible for Monitoring: Supt, business mngr	Formative		Summative
	Nov	Dec	Apr

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 3: The District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.

Baseline: 2022 - 2 months

Target 2023 - 2.3 months

2024 - 2.6 months

2025 - 2.9 months

2026 - 3.1 months





2027 - 3.3 months

Performance Objective 2: Set and approve district budget in August and maintain a positive expenditure over revenue balance sheet

High Priority

HB3 Goal

Evaluation Data Sources: Ascender financials, TXPool account, bank balance, Audit Report, CD depository

Strategy 1 Details	Reviews		
Strategy 1: Bi-Monthly meetings with Business Mgr to review cash flow and make budget reduction measures in necessary Strategy's Expected Result/Impact: Positive cash-flow and not relying on district fund balance Staff Responsible for Monitoring: supt, business manager	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: The District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.

Baseline: 2022 - 2 months

Target 2023 - 2.3 months

2024 - 2.6 months

2025 - 2.9 months

2026 - 3.1 months

2027 - 3.3 months





Performance Objective 3: Conduct Energy Savings cost analysis and implement energy savings techniques in order to reduce district utility costs by 25%-35%

High Priority

HB3 Goal

Evaluation Data Sources: electric and gas utility bills

Strategy 1 Details	Reviews		
Strategy 1: Reach out to 3rd party energy savings providers to determine a district-wide automation system provider Staff Responsible for Monitoring: maintenance Dir, supt, accounting dept	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Replace the H.O. Whitehurst existing thermostats with new controllers and integrate into district-wide automation system Strategy's Expected Result/Impact: Control set points so to optimize energy savings Staff Responsible for Monitoring: maintenance Dir, supt, accounting dept	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Establish and promote the policy for electric devices stored in classrooms such as microwaves and mini-fridges. Stickers will be placed on devices to ensure compliance. Strategy's Expected Result/Impact: Confirmation that utility costs will not increase from last year. Staff Responsible for Monitoring: maintenance Dir, supt, accounting dept	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
Strategy 4: Create campaign to have teachers "unplug" when school is not in session for 4+ days in a row. Strategy's Expected Result/Impact: Confirmation that utility costs will not increase from last year. Staff Responsible for Monitoring: maintenance Dir, supt, accounting dept	Formative		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
Strategy 5: Only use projectors for instructional and turn off projectors when not in instructional use Strategy's Expected Result/Impact: Campus leadership to ensure Staff Responsible for Monitoring: campus leadership	Formative		Summative
	Nov	Dec	Apr
Strategy 6 Details	Reviews		
Strategy 6: Establish UNPLUG campaign for staff to unplug classrooms during holidays Strategy's Expected Result/Impact: reduced electric costs Staff Responsible for Monitoring: Ideal Impact rep, campus principals	Formative		Summative
	Nov	Dec	Apr
<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 3: The District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.

Baseline: 2022 - 2 months

Target 2023 - 2.3 months

2024 - 2.6 months

2025 - 2.9 months

2026 - 3.1 months





2027 - 3.3 months

Performance Objective 4: Adjust campus budgets (staffing or supplies) when reviewing Expenditures vs Revenues

High Priority





HB3 Goal

Evaluation Data Sources: ADA, attendance rates

Strategy 1 Details	Reviews		
Strategy 1: Reduce dept/campus budgets (staffing or supplies) when ADA projections are not met Strategy's Expected Result/Impact: Maintain a balanced budget Staff Responsible for Monitoring: Supt, business Mgr, campus leadership, account dept, PEIMS	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Increase Dept/Campus budgets (staffing or supplies) when ADA projections are not met Strategy's Expected Result/Impact: Maintain a balanced budget Staff Responsible for Monitoring: Supt, business Mgr, campus leadership, account dept, PEIMS	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 1: Address and Communicate that dating violence will not be tolerated in any form, including: physical emotional, and/or sexual.

Strategy 1 Details	Reviews		
<p>Strategy 1: All parents and students should be able to use the anonymous alerts system on our website/phone app. Staff Responsible for Monitoring: Counselors, Exec Asst., APs/Principals</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: All parents and students should be encouraged to reach out to trusted adults like parents, teachers, school counselors, youth advisors, or health care providers. They can also seek confidential counsel and advice from professionally trained adults and peers. Strategy's Expected Result/Impact: The National Domestic Violence Hot-line 1.800.799.SAFE (7233) or 1-800-787-3224 (TTY) The National Centers for Victims of Crime (NCVC) 1-800-FYI-CALL The National Dating Abuse Helpline 1-866-331-9474 Break the Cycle: https://breakthecycle.org/ Love is Respect: https://www.loveisrespect.org/</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Allow persons affected by harassment to report the harassment in more than one location to protect confidentiality and ensure impartiality. A good practice is for every building to have at least one person who has expertise in harassment issues to handle complaints of harassment. Encourage individuals of diverse backgrounds and both sexes to serve as complaint managers. Provide a simple form to minimize the need for lengthy written complaints, to focus attention on the critical elements, and to simplify periodic compilation of harassment incident reports.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Encourage students and parents to notify the district when harassment occurs, Provide knowledgeable staff responses to reports of harassment, and Require employees to report harassment and to intervene to stop it Strategy's Expected Result/Impact: https://www2.ed.gov/offices/OCR/archives/Harassment/incidents1.html</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 3: GISD will ensure that campuses make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help

Strategy 1 Details	Reviews		
<p>Strategy 1: Campuses will provide educational materials that address Risk Factors for Teen Dating Violence Victimization and Risk Factors for Teen Dating Violence Perpetration</p> <p>Strategy's Expected Result/Impact: Findings suggest that the frequency and severity of teen dating violence increases with age. There are also risk factors that contribute to the likelihood of a teen becoming a perpetrator of dating violence. Many of these are developmentally normal in youth, such as little to no relationship experience, vulnerability to peer pressure, and unsophisticated communication skills. Reduce occurrences of dating violence</p> <p>Staff Responsible for Monitoring: Counselors and Campus Admin</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Campuses will work with programs who challenge dating violence. Examples of Teen Dating Violence Prevention Programs: The Safe Dates Project, Break the Cycle's Ending Violence Curriculum, The 4th R, The Youth Relationships Project, and/or Shifting Boundaries.</p> <p>Strategy's Expected Result/Impact: Reduce occurrences of dating violence</p> <p>Staff Responsible for Monitoring: Counselors and Campus Admin</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Engage community and enhance public safety with tip411: https://home.tip411.com/</p> <p>Strategy's Expected Result/Impact: 2-way anonymous tips submitted by the public through text via a custom keyword, over email, weblinks and through your social media sites.</p> <p>Staff Responsible for Monitoring: supt, campus principals, counselors</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 4: GISD will provide a safe learning environment for all students, including, but not limited to bullying, cyberbullying, hazing, verbal harassment and/or physical harassment.

Strategy 1 Details	Reviews		
Strategy 1: GISD will provide student conduct/character development sessions from the Counselor, including those listed on Parent University sessions. Staff Responsible for Monitoring: Counselors, Supt, Campus leadership	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Title IV funds will be used to support well rounded education opportunities, safe and healthy students, and effective use of technology in regards to overall school safety.	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Increase training of GoGuardian computer monitoring system Strategy's Expected Result/Impact: safe websites used and reduced harassment Staff Responsible for Monitoring: Tech dept, campus principals	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Develop and increase parent/community participation of the Parent University program Strategy's Expected Result/Impact: parent involvement to help monitor and identify students in crisis Staff Responsible for Monitoring: supt, campus principals, counselors	Formative		Summative
	Nov	Dec	Apr
<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: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.





Performance Objective 5: DAEP services shall share responsibility for the academic performance of the DAEP student. [TAC 19 103.1201(b)].

High Priority

HB3 Goal

Evaluation Data Sources: 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive special education and limited English proficiency services

2. Attendance rates
3. Pre- and post-assessment results
4. Dropout rates
5. Graduation rates
6. Recidivism rates

Strategy 1 Details	Reviews		
Strategy 1: Create DAEP uniform procedure guide Staff Responsible for Monitoring: supt, dir of student services	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Establish a Director over DAEP Strategy's Expected Result/Impact: Coordinate information and unify attendance, discipline, and academic progression while in DAEP. Staff Responsible for Monitoring: Supt, Director of Student Services	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Review and update online resources for DAEP students Staff Responsible for Monitoring: Curric Director, Supt, Dir of Student Services	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Train DAEP staff on Crane-Reynolds System for managing DAEP program Strategy's Expected Result/Impact: Lower emotional eruptions, stronger student academic performance Staff Responsible for Monitoring: Supt, Dir over DAEP, DAEP staff, HS principal (for scheduling purposes)	Formative		Summative
	Nov	Dec	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Groesbeck Independent School District

H.O. Whitehurst Elementary

2023-2024 Campus Improvement Plan



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
 - Student Learning 4
 - School Processes & Programs 4
 - Perceptions 5
- Priority Problem Statements 6
- Goals 7
 - Goal 1: The campus cumulative meets or above grade level score on the STAAR test will be 46%. The H.O. Whitehurst cumulative "meets" grade level score on the STAAR test will increase from 46% to 52% by 2027 Baseline: 2022- 46%; Targets 2023- 23.8%, 2024- 46%, 2025- 48%, 2026- 50%, 2027- 52% 8
 - Goal 2: Attendance at H.O. Whitehurst will be at 94% for the 2023-24 school year. 2024- 94.0% 2025- 94.5% 2026- 95.0% 2027- 95.5% 13
 - Goal 3: H.O. Whitehurst will be financially strategic and sustainable to help meet the district goal of increasing fund balance. 16
 - Goal 4: H.O Whitehurst will implement social emotional learning strategies to promote strong moral standards for students. 20

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

STAAR Reading Meets GL or above 28%. STAAR Math Meets GL or above 17%

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: : 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).

Problem Statement 3: Average percentage of students who score at the Masters grade level is 6% on the 3rd Grade ELA/Reading and Math STAAR which is substantially less than both the State average of 20% **Root Cause:** : Lack of high-quality, research-based enrichment 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 Art in a rotating schedule.

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);

We are using the following resources: Heggerty (Phonemic Awareness); UFLI(Phonics); Zearn (Math); Amplify (RLA); and iReady (Intervention).

School Processes & Programs Strengths

Grade level team meetings are held at least once a week to discuss planning develop unit tests.

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

RTI meetings are held at least at after BOY, MOY, and EOY to review data as well as after each grading period (9 weeks).

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.

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

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 other hygiene items.

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, thrillshare, 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.

iReady diagnostic assessment reports (math and reading) are sent home for K-3rd grade students at BOY, MOY, and EOY.

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

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

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





Goals

Goal 1: The campus cumulative meets or above grade level score on the STAAR test will be 46%. The H.O. Whitehurst cumulative "meets" grade level score on the STAAR test will increase from 46% to 52% by 2027

Baseline: 2022- 46%; Targets 2023- 23.8%, 2024- 46%, 2025- 48%, 2026- 50%, 2027- 52%

Performance Objective 1: 100% of campus teachers will have T-TESS goals put in STRIVE for student growth based on a variety of data points.





Strategy 1 Details	Reviews		
<p>Strategy 1: All teachers will have completed goals submitted into strive and reflected on data trackers for nine week data talks.</p> <p>Strategy's Expected Result/Impact: T-TESS goals in strive. Cumulative "meets" goal met.</p> <p>3rd Grade Reading- 76% Approaches, 48% Meets, 18% Masters Math- 71% Approaches, 41% Meets, 17% Masters</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principals, Campus Assistant Principal, Director of Curriculum</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Targeted intervention for grades K-3 on iReady, or small group instruction provided by their classroom teacher based on the students individual learning pathway. Students will spend 30 min a day in reading and 30 min a day in math during their WIN time working on closing the gaps and reaching the meets grade level expectation.</p> <p>Strategy's Expected Result/Impact: Expected growth reached on iReady between the BOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher, SPED (when applicable), Dyslexia (when applicable)</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 3 Details	Reviews		
<p>Strategy 3: Students in intervention groups will use Amplify in reading and Zearn in math to increase mastery of content.</p> <p>Strategy's Expected Result/Impact: Students will continue learning recovery, closing gaps for students who are below grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher, SPED (when applicable), Dyslexia (when applicable)</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Students in the ACE program will receive academic enrichment and targeted intervention 2 hours each day at their after school program federally funded through 21st Century Community Learning Centers (CCLC)</p> <p>Strategy's Expected Result/Impact: Students use Zearn, Amplify and iReady. Progress monitoring will be completed at each 9 week grading period.</p> <p>Staff Responsible for Monitoring: ACE Site Coordinator, Campus Principal, Campus Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
<p>Strategy 5: ESL certified teachers will use Summit K12 to unpack the Texas ELPS. Using Connect to Literacy (Summit K12), English learners from Beginning to Advanced High will develop their vocabulary and practice speaking and listening in a supported online environment designed to accelerate English language acquisition and prepare students for TELPAS.</p> <p>Strategy's Expected Result/Impact: Minimum of 1 year academic growth for TELPAS and STAAR (if applicable) iReady will be used as a benchmark to project progress in both Math and Reading</p> <p>Staff Responsible for Monitoring: ESL Coordinator, Principal, Assistant Principal, Classroom Teacher</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 6 Details	Reviews		
<p>Strategy 6: Assessments will be aligned to, and the rigor will be at the masters level.</p> <p>Strategy's Expected Result/Impact: All assessments will be turned in prior to the start of the unit to check for standards tested and for critical thinking components. Feedback and conferences will occur between teachers and administration.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Curriculum</p>	Formative		Summative
	Nov	Dec	Apr
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: The campus cumulative meets or above grade level score on the STAAR test will be 46%. The H.O. Whitehurst cumulative "meets" grade level score on the STAAR test will increase from 46% to 52% by 2027

Baseline: 2022- 46%; Targets 2023- 23.8%, 2024- 46%, 2025- 48%, 2026- 50%, 2027- 52%





Performance Objective 2: H.O. Whitehurst Elementary will use research based curriculum with integrity as the framework to guide the lesson, deliver instruction and cover the TEKS at the meets grade level expectation.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will internalize lessons to ensure they are targeting state standards. Pacing guide, and lesson internalization will be turned into administration with weekly checks and walk through occurring.</p> <p>Adopted Curriculum: ELAR- Collaborative Classroom, Heggerty Math- Eureka Science- TEKS Resource System, Stemsscopes Social Studies- TEKS Resource System Intervention- iReady, Zearn(math), Amplify(ELAR)</p> <p>Strategy's Expected Result/Impact: Lesson plans/internalization will be aligned with the YAG and reflect the use of the adopted curriculum. Unit assessments will be shared with administration and have evidence of data desegregation including which students are at the approaches/meets/masters level.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Assistant Principal, Classroom Teacher</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers in grades K-3 will utilize UFLI and strategies learned through Reading Academies. They will shift to the use of sound walls and explicitly teach phonics to increase students phonics skills</p> <p>Strategy's Expected Result/Impact: All students will make a minimum of one years academic growth in phonics.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teacher</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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Baseline: 2022- 46%; Targets 2023- 23.8%, 2024- 46%, 2025- 48%, 2026- 50%, 2027- 52%





Performance Objective 3: Professional development will align to individual TTESS and staff goals.

Strategy 1 Details	Reviews		
<p>Strategy 1: All certified teachers will submit professional goals into Strive along with certificates of professional development that supports their goals. Instruction and student achievement will reflect growth in professional development.</p> <p>Strategy's Expected Result/Impact: Professional growth</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Assistant Principal, Classroom Teacher</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Staff will be properly trained and focus on new district and campus initiatives.</p> <ol style="list-style-type: none"> 1. iReady 2. Lesson Internalization 3. MIA (Eureka Math Lead Teachers) 4. UFLI, Sound Walls 5. Walk throughs/ Observations <p>Strategy's Expected Result/Impact: Lesson internalization and increased rigor seen in walk throughs and observations.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Assistant Principal, Classroom Teacher</p>	Formative		Summative
	Nov	Dec	Apr
<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>			

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Baseline: 2022- 46%; Targets 2023- 23.8%, 2024- 46%, 2025- 48%, 2026- 50%, 2027- 52%





Performance Objective 4: Progress monitoring throughout the year by analyzing unit assessments to provide student specific interventions.

Strategy 1 Details	Reviews		
<p>Strategy 1: Daily schedule created to protect time for tier I instruction, and offer daily intervention time for remediation and enrichment. WIN Time Instructional minutes drive math and reading blocks Scheduled data desegregation meetings by grade level</p> <p>Strategy's Expected Result/Impact: Increase in student achievement indicated on all methods of assessment, CBA's, Unit Assessments, iReady, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Unit assessments will be used to develop remediation plans, and drive further instruction.</p> <p>Strategy's Expected Result/Impact: All teachers will group students in approaches/meets/masters grade level standards in order to track individual student achievement and growth. Teachers will review all assessment data to identify the lowest SE's in order to reflect on their teaching.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will meet with campus administration, SPED, dyslexia and other grade level teachers to tier students 7 times a year after BOY, MOY, EOY, and at the end of each grading period.</p> <p>Strategy's Expected Result/Impact: Collaboration and set tiering qualifications will be set to ensure all students are receiving the services they need.</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: The campus cumulative meets or above grade level score on the STAAR test will be 46%. The H.O. Whitehurst cumulative "meets" grade level score on the STAAR test will increase from 46% to 52% by 2027

Baseline: 2022- 46%; Targets 2023- 23.8%, 2024- 46%, 2025- 48%, 2026- 50%, 2027- 52%

Performance Objective 5: Intervention resources will be used for targeted student support based on research based assessment in math and reading.

Strategy 1 Details	Reviews		
Strategy 1: Math- iReady, Zearn Reading- iReady, Amplify, SIPPS (if applicable) Strategy's Expected Result/Impact: Increase in student achievement and the percent of student at meets grade level evidenced through iReady assessment or STAAR (if applicable)	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Attendance at H.O. Whitehurst will be at 94% for the 2023-24 school year.





2024- 94.0%

2025- 94.5%

2026- 95.0%

2027- 95.5%

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Staff will utilize thrillshare, social media, campus and district calendars, and newsletters to maintain communication with parents and community members.</p> <p>Strategy's Expected Result/Impact: Increased attendance and family engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Clear and consistent communication regarding attendance for credit and truancy. Administration will set up credit recovery and hold truancy prevention meetings.</p> <p>Strategy's Expected Result/Impact: Increased attendance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Attendance at H.O. Whitehurst will be at 94% for the 2023-24 school year.





2024- 94.0%

2025- 94.5%

2026- 95.0%

2027- 95.5%

Performance Objective 2: School personnel will increase awareness through the strategies created for the 2023-24 H.O.W. Attendance Plan.

Strategy 1 Details	Reviews		
Strategy 1: The office will make daily phone calls home to check on any student who is absent offering support and making a plan to get them back to school as quickly as possible. Strategy's Expected Result/Impact: Increased attendance, and decrease in the number of consecutive days out. Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: There will be weekly grade level attendance competition where the winning grade level will be announced on Friday, and showcased on social media. Strategy's Expected Result/Impact: Increased attendance and campus morale. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: The grade level with the highest attendance for the 6 weeks will receive recognition and a prize. Strategy's Expected Result/Impact: Increased attendance. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Weekly attendance messages, reminders sent out on Sunday's campus wide that include statistics about the importance of being at school. Strategy's Expected Result/Impact: Reminders to start the week off at school and increased attendance. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
<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: Attendance at H.O. Whitehurst will be at 94% for the 2023-24 school year.





2024- 94.0%

2025- 94.5%

2026- 95.0%





2027- 95.5%

Performance Objective 3: H.O. Whitehurst will maintain a safe, bully free, cyber-safe, positive character environment, that maximizes student learning.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Guidance lessons for bullying prevention, suicide prevention, drug prevention, character education, and conflict resolution. (Red Ribbon Week, Character Ed and SEL videos in counselor google classroom to be shared daily during morning block)</p> <p>Strategy's Expected Result/Impact: Positive school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Promote good moral character of students using Respectful, Responsible and Ready motto and Principals 100 Club. Whole Child Approach- healthy, safe, engaged, supported, and challenged</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals, increase in attendance rates</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: H.O. Whitehurst will be financially strategic and sustainable to help meet the district goal of increasing fund balance.

Performance Objective 1: Decrease energy cost at H.O. Whitehurst

Strategy 1 Details	Reviews		
Strategy 1: Install window wraps on the front of H.O. Whitehurst to decrease energy loss. Strategy's Expected Result/Impact: Decrease in heating and cooling cost.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Work with district administration and Ideal Impact to decrease energy cost by training teachers and staff to be mindful of lights and doors at all times. Strategy's Expected Result/Impact: Decreased energy cost. Staff Responsible for Monitoring: Principals, Assistant Principals, Classroom Teachers, and all other staff	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: H.O. Whitehurst will be financially strategic and sustainable to help meet the district goal of increasing fund balance.

Performance Objective 2: Increase enrollment at H.O. Whitehurst

Strategy 1 Details	Reviews		
Strategy 1: Increase family engagement opportunities Grandparent's Day Lunch Open House Turkey Trot School Performances Grinch Breakfast Growth Parades Strategy's Expected Result/Impact: Increase student and family morale and improved image of H.O. Whitehurst. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Utilize social media to advertise "good things happening" at H.O. Whitehurst Strategy's Expected Result/Impact: Increase awareness of opportunities at H.O.W. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide professional development to the front office staff to be knowledgeable, efficient and inviting at H.O. Whitehurst. Strategy's Expected Result/Impact: Increased public perception and trust of the school. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
<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: H.O. Whitehurst will be financially strategic and sustainable to help meet the district goal of increasing fund balance.

Performance Objective 3: Increase attendance percentage at H.O. Whitehurst

Strategy 1 Details	Reviews		
Strategy 1: Daily personal phone calls home. Strategy's Expected Result/Impact: Decrease in consecutive day absences by creating a return to school plan.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Attendance incentive competitions and recognition. Strategy's Expected Result/Impact: Increased student desire to be at school. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Truancy Prevention Plan meetings with administration. Strategy's Expected Result/Impact: Increased awareness of student attendance laws, lowering absences.	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Saturday school for credit recovery. Strategy's Expected Result/Impact: Increased awareness of student attendance laws, lowering absences.	Formative		Summative
	Nov	Dec	Apr
<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: H.O. Whitehurst will be financially strategic and sustainable to help meet the district goal of increasing fund balance.

Performance Objective 4: Advertise and promote VATRE to increase MO for GISD.

Strategy 1 Details	Reviews		
Strategy 1: Signs displayed at H.O. Whitehurst explaining the VATRE. Front office window Parent lunch tables Strategy's Expected Result/Impact: Open communication with stakeholders to increase knowledge of the VATRE and how it could benefit GISD.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Presentation to staff regarding the VATRE. Strategy's Expected Result/Impact: Increase staff knowledge and understanding on the VATRE and how it could benefit the district, so they can in turn explain to stakeholders the importance of voting.	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: H.O Whitehurst will implement social emotional learning strategies to promote strong moral standards for students.

Performance Objective 1: Identify and address social emotional needs of all students.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will present daily mini lessons provided in the counselor google classroom. Topics Covered: self-awareness self-management social awareness relationship skills responsible decision-making Strategy's Expected Result/Impact: Students will increase their confidence and build tool box of coping skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teacher</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Daily announcements quote motto Respectful, Responsible & Ready and students are reminded of what that looks like. Strategy's Expected Result/Impact: Increase self awareness and student behavior. Staff Responsible for Monitoring: All staff</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Principal's 100 Club- Positive Office Referrals Strategy's Expected Result/Impact: Students strive to become a member of the club and display Respectful, Responsible & Ready. Decrease discipline referrals.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Behavior RTI- Counselor will develop groups of students who need more intense intervention in SEL. Strategy's Expected Result/Impact: Help with behavior and SEL creating positive campus environment.</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Groesbeck Independent School District
Enge-Washington Intermediate
2023-2024 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

Goals 4

Goal 1: Enge-Washington will implement campus strategies to help the District's cumulative "meets" grade level score on the STAAR test increase from 41% to 52% by 2027. 4

Goal 2: Enge-Washington will implement campus strategies to help the District's cumulative Percent in Attendance increase from 93.1% to 96.0% by 2027. 8

Goal 3: Enge-Washington will implement strategies to help the District's cumulative fund balance will increase from 2 months to 3.3 months by 2027. 11

Goal 4: Enge-Washington will implement safeguard measures and will promote strong moral standards for students. 15

Goal 5: Enge-Washington Intermediate School will strive to increase parent involvement and community support through engagement events. 17

Goals

Goal 1: Enge-Washington will implement campus strategies to help the District's cumulative "meets" grade level score on the STAAR test increase from 41% to 52% by 2027.





Performance Objective 1: Develop and implement a Campus 5-year goal with strategies for each STAAR test using comparison groups and Region 10 standards, aligning with district goals.

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: EWIS has been given a goal of 41% Meets as the average for all Meets scores in each content area with a STAAR test. Principals will meet with content area teachers to develop grade level and classroom STAAR test goals for the 2023-24 school year, and track progress toward goal attainment after each unit test, iReady Diagnostic assessment, and benchmark test. We will continue to set goals annually to reflect the following 5-year plan.</p> <p>Baseline: 2022 - 40% Meets 2023 - 38.8% Meets 2024 - 41% Meets** 2025 - 44% Meets 2026 - 47% Meets 2027 - 50% Meets</p> <p>Strategy's Expected Result/Impact: An average for the campus will be 41% Meets on 2023-24 STAAR testing. Staff Responsible for Monitoring: Content area teachers per grade level, Principal, and Assistant Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will keep data binders updated after each unit test to track performance of all students. Results will be analyzed as a grade level, by teacher, and by aggregate subpopulations that will report on STAAR to promote and maintain equity for all. Teachers will then tutor students during their class time and in WIN Time.</p> <p>Strategy's Expected Result/Impact: To attempt to bring all students to mastery of the TEKS covered on the previous unit tests: The impact will be an increase in Approaches, Meets, and Masters performance levels in specific STAAR contents.</p> <p>Staff Responsible for Monitoring: Content Teachers and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: WIN (What I Need) Time will take place across all grade levels and has been built in to the Master Schedule. Students will be served at their current academic level in small groups. iReady Teacher Toolbox and lessons, along with student practice in iReady Standards Mastery will be utilized at this time, as well.</p> <p>Strategy's Expected Result/Impact: Accelerated Education Plans for HB 1416, RtI Tier 3 Intervention Plans, and SPED IEP goals will be implemented and monitored during this time leading to improved STAAR scores.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Paraprofessionals, and Administration will be involved in the implementation of WIN Time 4 days/per week.</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
<p>Strategy 4: Each grade level will hold a data PLC meeting at the end of each 9 week grading period to update their Did Not Approach, Approaches, Meets, and Masters War Room for 4th-6th Reading, 4th-6th Math, and 5th grade Science unit/module assessment averages.</p> <p>Strategy's Expected Result/Impact: This visual of how students are performing against the TEKS will allow teachers to know which students need intensive intervention and those who are showing progress. At these PLCs, content teams will discuss best practices and instructional strategies that can impact student mastery of the TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and STAAR tested subject content teachers in each grade level</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Enge-Washington will implement campus strategies to help the District's cumulative "meets" grade level score on the STAAR test increase from 41% to 52% by 2027.





Performance Objective 2: Targeted and specific professional development plan aligned to individual T-TESS/T-PSS goals

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Administrators will plan professional development based on campus specific needs and teacher specific needs to improve instructional strategies for all students.</p> <p>Strategy's Expected Result/Impact: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 2 Details	Reviews		
<p>Strategy 2: A PLC for Data Review will be held 4 days after each assessment is administered. Content teachers will enter their assessment dates and Data PLC dates into a Google Staff Testing Calendar that is shared with all staff.</p> <p>Strategy's Expected Result/Impact: Analysis of data, collaborations with peers, and coaching from Administration will help content teachers reach all students, particularly SPED and at-risk students. These meetings will also assist Administrators in seeking out or planning professional development for content teachers, as well as demonstrate effectiveness of staff across TTESS Domain 1 and 2.</p> <p>Staff Responsible for Monitoring: Content Teachers, Principal, and Assistant Principal</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Enge-Washington will implement campus strategies to help the District's cumulative Percent in Attendance increase from 93.1% to 96.0% by 2027.

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

High Priority

HB3 Goal





Strategy 1 Details	Reviews		
<p>Strategy 1: Attendance newsletters will be sent through Thrillshare, and we will make daily phone calls to parents regarding absences and unexcused absence letters will be sent bi-weekly.</p> <p>Strategy's Expected Result/Impact: Increase parent and student knowledge of the importance of attendance and decrease the number of unexcused absences.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, School Secretary, Assistance Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Enge-Washington will implement campus strategies to help the District's cumulative Percent in Attendance increase from 93.1% to 96.0% by 2027.

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

High Priority

HB3 Goal





Strategy 1 Details	Reviews		
<p>Strategy 1: Through daily and weekly analysis of student absences, EWIS will use the district system to document early intervention for excessive unexcused absences that includes proactive parent engagement.</p> <p>Strategy's Expected Result/Impact: The early intervention document will assist in decreasing excessive unexcused absences and increase parent involvement.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, School Secretary, EWIS Attendance Committee, Assistance Principal, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 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>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Enge-Washington will implement campus strategies to help the District's cumulative Percent in Attendance increase from 93.1% to 96.0% by 2027.

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

High Priority

HB3 Goal





Strategy 1 Details	Reviews		
<p>Strategy 1: Attendance incentives have been increased to weekly, six-weeks, Perfect Attendance, and 3 week attendance goals.</p> <p>Strategy's Expected Result/Impact: Through the use of incentives and student engagement, EWIS will maintain 95.8% attendance or higher.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, School Secretary, Assistance Principal, Principal</p> <p>Title I: 2.4, 2.5</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>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Enge-Washington will implement strategies to help the District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.

Performance Objective 1: Pass VATRE in November election

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Administration will clarify for all staff members the purpose of the VATRE and encourage all staff to become register voters. Strategy's Expected Result/Impact: Staff members will take part in the November election process.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
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Goal 3: Enge-Washington will implement strategies to help the District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.

Performance Objective 2: Enge-Washington will implement strategies to support the district in maintaining a positive expenditure over revenue balance sheet.

High Priority

HB3 Goal

Evaluation Data Sources: Ascender financials, TXPool account, bank balance, Audit Report, CD depository

Strategy 1 Details	Reviews		
<p>Strategy 1: EWIS will work to maintain an ADA of 95.8 or higher. Strategy's Expected Result/Impact: Increased ADA will increase revenue. Staff Responsible for Monitoring: Principal and Assistant Principal - PBIS Supports</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
<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: Enge-Washington will implement strategies to help the District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.

Performance Objective 3: Implement energy savings techniques in order to reduce district utility costs by 25%-35%.

High Priority

HB3 Goal

Evaluation Data Sources: electric and gas utility bills

Strategy 1 Details	Reviews		
<p>Strategy 1: Enge-Washington will work with district administration and Ideal Impact to evaluate how we can effectively cut costs in energy by keeping doors closed and closely monitored by staff on duty during arrival and dismissal to school and special events.</p> <p>Strategy's Expected Result/Impact: Staff will be trained on how to monitor exterior doors when opening and closing them for traffic in and out of the building at arrival and dismissal to school and special events.</p> <p>Staff Responsible for Monitoring: Prinicpal and staff on duty</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: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Enge-Washington will attempt to cut energy costs by turning off all lamps, projectors and lights when they are not in use.</p> <p>Strategy's Expected Result/Impact: EWIS energy consumption may be reduced through these efforts thus decreasing the District's energy costs each month.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Enge-Washington will implement strategies to help the District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.





Performance Objective 4: Enge-Washington will support the District's adjustment to our campus budget (staffing or supplies).

High Priority

HB3 Goal

Evaluation Data Sources: ADA, attendance rates

Strategy 1 Details	Reviews		
<p>Strategy 1: Enge-Washington will allocate funds based on campus needs and will maintain accurate records of expenditures.</p> <p>Strategy's Expected Result/Impact: Office staff will be trained to assist the Principal with purchase orders. The Principal will approve all requests that are submitted to central office and make decisions that will positively impact student and teacher performance yet stay within the realms of the assigned budget and attempt to stay under budget to add to the fund balance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</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>	Formative		Summative
	Nov	Dec	Apr





 No Progress
 Accomplished
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Goal 4: Enge-Washington will implement safeguard measures and will promote strong moral standards for students.

Performance Objective 1: Enge-Washington campus will make age-appropriate educational materials on the dangers of dating violence and resources for students seeking help available to students.





Evaluation Data Sources: EWIS students, particularly 6th grade will be made aware of these dangers and seeking available help.

Strategy 1 Details	Reviews		
<p>Strategy 1: 6th grade students will take part in the Aim for Success Program from Just Say Yes.</p> <p>Strategy's Expected Result/Impact: Students will have parent permission to participate in Sexual Health Awareness - Equipping Students to Make Healthy Choices program. Parents will have the opportunity to attend the parent preview and opt out for their child if they chose to do so. Students who attend will be better equipped to make healthy choices.</p> <p>Staff Responsible for Monitoring: Counselor, Homeroom Teachers, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Enge-Washington will implement safeguard measures and will promote strong moral standards for students.

Performance Objective 2: Enge-Washington will provide a safe learning environment for all students, including, but not limited to bullying, cyberbullying, hazing, verbal harassment and/or physical harassment.





Strategy 1 Details	Reviews		
<p>Strategy 1: Weekly SEL lessons will be delivered by all homeroom teachers, including bullying and cyberbullying.</p> <p>Strategy's Expected Result/Impact: Teachers will receive weekly lessons from the school counselor that they will deliver during the beginning of WIN Time one day/week. Students will be taught social and emotional coping skills, ways to positively interact with peers, and how to report bullying and cyberbullying.</p> <p>Staff Responsible for Monitoring: Counselor, Homeroom Teachers, Principal</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Enge-Washington is a PBIS Campus that focuses on positive behavior intervention strategies along with CHAMPS procedures that provide a strong, structured system of how students interact with each other and the staff in the classroom, hallways, and campus during all times of the day. As part of this PBIS system, we have a school-wide digital points collector called PBIS Rewards. Teachers reward points to students for positive behaviors. Students redeem those points each week in our PBIS Store or they save for larger ticket items. This supports our financial literacy TEKS, as well.</p> <p>Strategy's Expected Result/Impact: Students will be taught classroom, hallway, and campus procedures throughout the first month of school. Students will feel safe and secure while on campus and while interacting with their peers and the staff.</p> <p>Staff Responsible for Monitoring: All staff members will be aware of these procedures and work with students to maintain expectation. All staff members can reward student points.</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Enge-Washington Intermediate School will strive to increase parent involvement and community support through engagement events.

Performance Objective 1: Enge-Washington will hold parent engagement events throughout the school year, included but not limited to Meet the Teacher in August, Grandparents Day in September, Big Kahuna Fundraiser in October, Book Fair and Turkey BINGO in November, 6th Grade Christmas and Spring Band Concerts, Father/Daughter Dance in February, Mother/Son Sports Night in March, parent participation in field trips, and Box Tops for Education.

Evaluation Data Sources: Parent surveys in the fall and spring

Strategy 1 Details	Reviews		
<p>Strategy 1: Families will be invited to take part in all parent engagement activities via Thrillshare.</p> <p>Strategy's Expected Result/Impact: Communication and engagement will effectively impact student attendance, self-confidence and connection felt to the campus.</p> <p>Staff Responsible for Monitoring: Principal and staff on duty at each event</p> <p>Title I: 2.5, 2.6, 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>	Formative		Summative
	Nov	Dec	Apr

 No Progress
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Groesbeck Independent School District
Groesbeck Middle School
2023-2024 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

Goals 4

Goal 1: GMS' cumulative "meets" grade level score on the STAAR test will increase from 37% to 50% by 2027. Baseline: 2022 - 37% 2023 - 39.73% 2024* - 43.0% 2025 - 45.0% 2026* - 48.0% 2027* -50.0% 4

Goal 2: GMS's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027. Baseline: 2022 - 93.1% 2023 - 94.0% 2024 - 94.5% 2025 - 95.0% 2026 - 95.6% 2027 - 96.0% 9

Goal 3: GMS will contribute to the financial wellbeing of the district. 11

Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students. 15

Goals

Goal 1: GMS' cumulative "meets" grade level score on the STAAR test will increase from 37% to 50% by 2027.

Baseline: 2022 - 37%

2023 - 39.73%

2024* - 43.0%

2025 - 45.0%

2026* - 48.0%

2027* -50.0%

Performance Objective 1: Formulate and execute a comprehensive five-year objective for the campus, incorporating tailored strategies for each STAAR examination. This shall be benchmarked against comparative cohorts and the standards set forth by Region 12, ensuring seamless alignment with overarching district aspirations.

Evaluation Data Sources: STAAR Summative Test Scores

Strategy 1 Details	Reviews		
<p>Strategy 1: Craft and refine T-TESS objectives centered around student advancement, aligned with the "Meets" campus benchmarks as indicated by STAAR percentages across all evaluated subject domains.</p> <p>7th Grade Math: 28% 7th Grade RLA: 51% 8th Grade Math: 43% 8th Grade RLA: 48% 8th Grade Science: 21% 8th Grade Social Studies: 22% Overall Average: 36%</p> <p>Strategy's Expected Result/Impact: -Continuous oversight is exercised over unit, semester, benchmark, interim examinations, and iReady diagnostic evaluations throughout the academic year." -Students achieving the 'Meets' standard are delineated at the year's commencement for systematic tracking." -Every certified staff member possesses validated student growth objectives within the Strive platform." -Mid-year adjustments to Content Area Meetings are executed, drawing from an amalgamation of diverse data touchpoints." -Attainment of the 2023 STAAR 'Meets' percentage benchmarks is realized.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 2 Details	Reviews		
<p>Strategy 2: Precision-focused intervention strategies are instituted for 7th-grade Mathematics, combined 7th and 8th-grade Reading and Language Arts, as well as 8th-grade Science and Social Studies.</p> <p>Strategy's Expected Result/Impact: RLA</p> <ul style="list-style-type: none"> - Incorporate extensive use of contextual literacy into the curriculum - Book Study - "Teach Like A Champion 3.0" - Continually refine iReady implementation to best address the literacy needs of our students <p>Math</p> <ul style="list-style-type: none"> -Thorough analysis of data from STAAR and Unit Tests to facilitate ongoing refinement of instructional practices -Provide daily opportunities for team planning -Continually refine iReady implementation to best address the math needs of our students <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Adopt/formulate and execute an academically robust and sustainable curriculum across all educational grade levels and content areas.</p> <p>Strategy's Expected Result/Impact: 1. Focused lesson plans to target state standards with all required components and weekly administrator checks</p> <p>2. Use of TEKS Resource System YAG or adapted with administrator approval</p> <p>3. Unit Assessments in Eduphoria at STAAR rigor level and documented in Growth Trackers</p> <p>4. Bimonthly curriculum/Unit Assessment data meetings with administrator</p> <p>Resources for 2023-2024</p> <ul style="list-style-type: none"> -RLA - Amplify -Math - TEKS Resource System -Science - Stem Scopes -Social Studies - TEKS Resource System <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
<p>Strategy 4: Strategically deploy advanced pedagogical intervention resources, such as the iReady platform, to holistically address the educational requirements of every student.</p> <p>Strategy's Expected Result/Impact: -Systematic administration of iReady diagnostics in both mathematical and literary content areas at the beginning, middle, and end of the academic year.</p> <p>-Utilization of diagnostic data to architect personalized educational intervention strategies.</p> <p>-Integration of dedicated periods within the academic schedule specifically designed for remediation, targeted intervention, and advanced enrichment.</p> <p>-Formulation and operationalization of a precise intervention strategy, tailored for the unique requirements of 7th-grade cohorts.</p> <p>-Pupils identified under the HB1416 STAAR Failure criteria will receive specialized academic attention through programs such as Jump Start and dedicated Lab Classes</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
<p>Strategy 5: Consistently track academic progress by reviewing standards-aligned data from regular assessments throughout the year.</p> <p>Strategy's Expected Result/Impact: -Gather data using unit assessments and growth tracking tools.</p> <p>-Review data with the campus principal and subject teams.</p> <p>-Discuss 2023 STAAR results to focus on areas of student need.</p> <p>-Lesson plans incorporate reteaching and support strategies.</p> <p>-Update unit tests with new STAAR question formats.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 6 Details	Reviews		
<p>Strategy 6: Focus on RLA improvement for all sub-groups that haven't shown expected growth.</p> <p>Strategy's Expected Result/Impact: -Track assessment results of sub-groups to identify specific needs.</p> <p>-Offer targeted support through small group lessons within classes.</p> <p>-Explore effective strategies and supply RLA teachers with resources to help sub-groups bridge the learning gaps.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 7 Details	Reviews		
<p>Strategy 7: Increase opportunities for collaboration and professional development for content areas with greatest opportunity for growth.</p> <p>Strategy's Expected Result/Impact: -Facilitate daily collaborative planning time for content area teachers</p> <p>-Improve access to supplemental resources</p>	Formative		Summative
	Nov	Dec	Apr

-Provide opportunities to attend innovative, meaningful professional development

Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: GMS' cumulative "meets" grade level score on the STAAR test will increase from 37% to 50% by 2027.

Baseline: 2022 - 37%

2023 - 39.73%





2024* - 43.0%

2025 - 45.0%

2026* - 48.0%

2027* -50.0%

Performance Objective 2: Identify the district's core values and consistently advocate for them.

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop and highlight a comprehensive educator profile. Strategy's Expected Result/Impact: -Present the educator profile to staff at the 2023 in-service using a group activity and district team shirts. -Feature a profile highlight in weekly updates. -Award a recognition or reward to the Teacher of the Month. Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Promote all extracurricular and co-curricular programs, ensuring they cater to the diverse interests of all students. Strategy's Expected Result/Impact: -Conduct student surveys to gauge interest and participation preferences. -Host celebrations to recognize accomplishments in both academics and extracurricular activities. Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: GMS' cumulative "meets" grade level score on the STAAR test will increase from 37% to 50% by 2027.

Baseline: 2022 - 37%

2023 - 39.73%





2024* - 43.0%

2025 - 45.0%

2026* - 48.0%

2027* -50.0%

Performance Objective 3: Develop a tailored professional growth plan in alignment with individual T-TESS objectives.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create professional development to align with teachers' specific T-TESS growth objectives.</p> <p>Strategy's Expected Result/Impact: -Submit goals by September 1, 2023. -Upload professional development certificates into STRIVE. -Incorporate the professional growth goal into lesson planning and teaching. -Conduct an administrative mid-year progress review.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Sponsors, Coaches, Counselor</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Initiate a campus-wide book study to enhance student support.</p> <p>Strategy's Expected Result/Impact: -Align with campus-wide initiatives. -Form a committee to identify and choose a relevant educational book tailored to our campus needs. -Craft a summer 2024 professional development plan centered around the chosen book study.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Sponsors, Coaches, Counselor</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide comprehensive training to staff, enabling them to maximize the use of available technologies and resources.</p> <p>Strategy's Expected Result/Impact: -Initiate onboarding sessions for new staff. -Ensure transparent communication regarding assistance resources. -Utilize Google Classroom for technology-oriented instruction.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Sponsors, Coaches, Counselor</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: GMS's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027.

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%





2025 - 95.0%

2026 - 95.6%

2027 - 96.0%

Performance Objective 1: Meaningful incentives for attendance will be developed and implemented campus-wide.

Evaluation Data Sources: Average Daily Attendance reports, Student Enrollment

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop positive reinforcement for students who are in attendance greater than 97% of the time.</p> <p>Strategy's Expected Result/Impact: -Establish fund-raising revenue streams to pay for incentives -Recognize students with exemplar attendance though 9-weeks attendance awards</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase student awareness of their own attendance rate.</p> <p>Strategy's Expected Result/Impact: -Provide students with data to help track their own attendance rate</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement PBIS model to facilitate a more welcoming learning environment, as well as provide additional incentives to attend school regularly.</p> <p>Strategy's Expected Result/Impact: -Use a points-based system to reward/incentivize positive behavior -Maintain a 3:1 ratio of positive reinforcement to consequence -Provide meaningful rewards for students to encourage buy-in</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: GMS's cumulative Percent in Attendance will increase from 93.1% to 96.0% by 2027.

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%





2025 - 95.0%

2026 - 95.6%

2027 - 96.0%





Performance Objective 2: Support students who struggle with attendance.

Evaluation Data Sources: Average Daily Attendance Reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Maintain regular contact with parents/guardians of students who are struggling with attendance.</p> <p>Strategy's Expected Result/Impact: -Develop meaningful attendance plans -Facilitate solutions to issues that prevent regular attendance -Increase parental awareness of their students' attendance rate and any associated concerns.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Enforce consequences for habitual non-attendance.</p> <p>Strategy's Expected Result/Impact: -Increase parental awareness of compulsory attendance laws through regular contact -Refer instances of truancy to local courts in the event that truancy prevention plans are not effective.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
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Goal 3: GMS will contribute to the financial wellbeing of the district.

Performance Objective 1: GMS will effectively allocate discretionary funds in order to best meet the needs of students.





Strategy 1 Details	Reviews		
Strategy 1: Determine funding needs for individual departments/programs as early as possible. Strategy's Expected Result/Impact: -With advanced knowledge of anticipated needs, funds can be allocated more effectively. Staff Responsible for Monitoring: Campus Principal, Campus Asst. Principal	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: GMS will contribute to the financial wellbeing of the district.

Performance Objective 2: GMS will continually assess the staffing needs of the campus.





HB3 Goal

Evaluation Data Sources: Student Enrollment

Strategy 1 Details	Reviews		
Strategy 1: Review student enrollment and examine class sizes to adjust staffing as needed. Strategy's Expected Result/Impact: -Operate the campus as efficiently as possible -Have key personnel available to maximize instructional potential	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: GMS will contribute to the financial wellbeing of the district.

Performance Objective 3: Participate in initiatives to save on utility expenses.

Strategy 1 Details	Reviews		
<p>Strategy 1: Participate in current/upcoming energy saving initiative .</p> <p>Strategy's Expected Result/Impact: -Work with 3rd party automation group to learn how to most effectively utilize resources -Become familiar with automation interface and the principles upon which it operates</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Emphasize the importance of conserving water/electricity on a daily basis.</p> <p>Strategy's Expected Result/Impact: -Create a culture that is mindful of energy use by reminding staff and students to conserve resources on a daily basis through school announcements.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: GMS will contribute to the financial wellbeing of the district.

Performance Objective 4: Establish and follow procedures to best utilize instructional funds.

Strategy 1 Details	Reviews		
<p>Strategy 1: Ensure that adopted materials are high quality and suitable for a period of ten years of use.</p> <p>Strategy's Expected Result/Impact: -Material's being considered for adoption will be thoroughly vetted by a carefully chosen a IMA Committee.</p> <p>-Long term (10) viability of instructional materials will be prioritized during the adoption process.</p>	Formative		Summative
	Nov	Dec	Apr
<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: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 1: Clearly communicate that all forms of dating violence, whether physical, emotional, or sexual, are strictly prohibited and will not be tolerated.

Strategy 1 Details	Reviews		
<p>Strategy 1: Every student should have the capability to utilize the anonymous alerts system via our website and mobile application. Strategy's Expected Result/Impact: -Students receive training on how to access and utilize the 'Report it Form'. Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Parents and students are urged to confide in trusted figures, such as teachers, school counselors, youth mentors, or health professionals. They're also encouraged to seek confidential guidance from trained professionals and peer advisors. Strategy's Expected Result/Impact: -The National Domestic Violence Hotline 1.800.799.SAFE (7233) or -1-800-787-3224 (TTY) -The National Centers for Victims of Crime (NCVC) 1-800-FYI-CALL -The National Dating Abuse Helpline 1-866-331-9474 -Break the Cycle: https://breakthecycle.org/ -Love is Respect: https://www.loveisrespect.org/ Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 2: Formulate and disseminate guidelines to support student victims.

Strategy 1 Details	Reviews		
Strategy 1: Facilitate harassment reporting at multiple locations to maintain confidentiality and impartiality. Ensure every facility has an expert in harassment matters to address complaints. Promote representation by appointing complaint managers from diverse backgrounds. Offer a straightforward form to streamline the reporting process, emphasizing key aspects and simplifying the aggregation of incident reports.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Urge students and parents to report harassment incidents to the district. Ensure staff are well-equipped to respond to these reports. Mandate that employees not only report harassment but also intervene to halt it.	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.

Performance Objective 3: GMS will provide students with age-appropriate materials on dating violence risks and offer resources for those seeking assistance.

Strategy 1 Details	Reviews		
<p>Strategy 1: Educational materials will be distributed, highlighting both risk factors for teen dating violence victimization and those for perpetration.</p> <p>Strategy's Expected Result/Impact: Studies indicate that teen dating violence becomes more frequent and severe with age. Various risk factors heighten the chances of a teen becoming a dating violence perpetrator. Several of these factors, like limited relationship experience, susceptibility to peer influence, and basic communication skills, are typical developmental stages in youth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Schools will collaborate with programs that address dating violence. Notable Teen Dating Violence Prevention Programs include: The Safe Dates Project, Break the Cycle's Ending Violence Curriculum, The 4th R, The Youth Relationships Project, and Shifting Boundaries.</p>	Formative		Summative
	Nov	Dec	Apr
<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>			

Groesbeck Independent School District
Groesbeck High School
2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Mission Statement

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

Vision

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

Value Statement

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 12
 - Goal 1: Academic performance: Groesbeck High School's cumulative "meets" grade level score on the STAAR End Of Course (EOC) exams (English 1, English 2, Biology, Algebra 1, and US History) will increase from 47% to 63.4% by 2027. Baseline: 2022 - 47% 2023 - 62.7% 2024 - 62.7% 2025 - 63.0% 2026 - 63.2% 2027 - 63.4% 13
 - Goal 2: Attendance: Groesbeck High School's cumulative percent in Attendance will increase from 94.0% to 96.0% by 2027. Baseline: 2022 - 94% 2023 - 94.0% 2024 - 94.5% 2025 - 95.0% 2026 - 95.6% 2027 - 96.0% 21
 - Goal 3: BUDGET: Groesbeck High School's budget will contribute positively to the district's goal of cumulative fund balance. 25
 - Goal 4: SAFETY, SECURITY & MENTAL HEALTH: Groesbeck High School will implement safeguard measures for campuses and will promote strong moral standards for students. 28

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Demographics Strengths

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

Student Learning

Student Learning Summary

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

Student Learning Strengths

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

School Processes & Programs Strengths

Campus Professional Learning Community (PLCs) Meetings are held monthly to collaborate, teach, learn and celebrate positive gains within the building. STAAR EOC team meetings we be held twice per 9 weeks (specifically for data disaggregation and to inform instruction in a way to target specific student needs as the December EOC retests approach and the pending Spring assessments near. Department Chair meetings are held once per month.

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

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

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%

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





High Priority

HB3 Goal

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

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

Strategy 2 Details	Reviews		
<p>Strategy 2: Provide and implement a rigorous, viable curriculum at all grade levels</p> <p>Strategy's Expected Result/Impact: Teacher lessons plans will reflect the use of district adopted curriculum, show differentiation, include data on Scope and Sequence, and review essential skill for student to achieve. Student achievement will increase as interventions become targeted/specific.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Campus Assistant Principal</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		Summative
	Nov	Dec	Apr
Strategy 3 Details	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		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Monitor progress throughout the year by analyzing standards based data provided through assessments. Student Data is updated and available in Eduphoria in the student profile.</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		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
<p>Strategy 5: Implementation of intervention resources to target all students (ex: iReady for English 1, Algebra 1 and STAAR EOC retesters for English 1 and Algebra 1)</p> <p>Strategy's Expected Result/Impact: Increase in STAAR End of Course (EOC) growth measures</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 6 Details	Reviews		
<p>Strategy 6: Identify English Language Proficiency subpopulation and monitor student progress to ensure CLOSING THE GAP score will receive 10 points</p> <p>Strategy's Expected Result/Impact: Successful accountability gains.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%





2027 - 63.4%

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Promote profile of an educator on the campus. Strategy's Expected Result/Impact: Clear expectations and goals fro all educators on campus. Staff Responsible for Monitoring: Classroom Teachers, Campus Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop and implement a comprehensive safety and security plan dealing with issues such as mental health for students and staff. Plans to include TxSCC requirements for audit, SCC Committee meetings to collaborate with law enforcement, Parent University, Children Telehealth, etc</p> <p>Strategy's Expected Result/Impact: Updated state required documentation re: school safety and mental health. Staff Responsible for Monitoring: Campus Principal, Assistant Principal and Counselors</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Develop and promote the profile of a learner.</p> <p>Strategy's Expected Result/Impact: Students who are not from GISD or have not been at GHS will quickly integrate into GHS programs and culture. Reduced discipline records and higher student achievement from new students. Staff Responsible for Monitoring: Campus Principals, Counselors, Nurse</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
<p>Strategy 4: Ensure that all extra curricular and co-curricular programs are of the highest quality and meet the interests of all students by student interest surveys, celebrations, activities, and programs</p> <p>Strategy's Expected Result/Impact: Increase in student participation and increase in attendance rates</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselors, Sponsors, Directors, Coaches</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%





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

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough documentation

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will maintain a focus engaged in District processes with full administrative support: TEKS, Lead4Ward Field Guides; the use of ICEV curriculum for CTE courses; use of the Instructional Strategies Playlist from Lead4Ward; lesson plans that include objectives, instructional processes, performance assessments and Tier 2 plans for struggling learners will be posted in Eduphoria FORETHOUGHT, TEKS based daily objectives posted in classrooms, use of the Year-At-a-Glance (YAG) in TEKS Resource System.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize research-based instructional strategies, Lead4Ward tools; peer-to-peer coaching; teachers will grow as professionals, improve in their craft, and add to their expertise. Two Lead4Ward trained RTI teachers will share strategies at Friday PLCs.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Campus Administrators will conduct a minimum of five (5) walk-throughs per week beginning in November and provide feedback to the teachers through Eduphoria STRIVE and observe that District processes are in place.</p> <p>Strategy's Expected Result/Impact: Improved understanding of teacher needs and successes.</p> <p>Staff Responsible for Monitoring: Campus Principal and Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 3 Details	Reviews		
Strategy 3: Professional development aligned with teachers individual T-TESS professional growth goals. Strategy's Expected Result/Impact: Professional growth goal reflected within lesson plans and instruction. Goals and artifacts tracked within STRIVE. Staff Responsible for Monitoring: Classroom teachers, Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Implement book studies at the staff and administrator level in order to better support students. Strategy's Expected Result/Impact: Campus aligned initiative's. T-PESS goals aligned Staff Responsible for Monitoring: Campus Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
Strategy 5: Ensure staff are properly trained in the skills needed to fully utilize all technologies and resources available to them Strategy's Expected Result/Impact: Job satisfaction, effective classroom practices and better student outcomes. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Technology team	Formative		Summative
	Nov	Dec	Apr
<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: Academic performance: Groesbeck High School's cumulative "meets" grade level score on the STAAR End Of Course (EOC) exams (English 1, English 2, Biology, Algebra 1, and US History) will increase from 47% to 63.4% by 2027.

Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%





2025 - 63.0%

2026 - 63.2%

2027 - 63.4%

Performance Objective 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	Reviews		
<p>Strategy 1: SUCCESS classes, credit recovery through Edmentum, content mastery will be available for students. Strategy's Expected Result/Impact: At-risk students will have increased academic performance. Staff Responsible for Monitoring: Campus Administration and Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Baseline: 2022 - 47%

2023 - 62.7%

2024 - 62.7%





2025 - 63.0%

2026 - 63.2%

2027 - 63.4%

Performance Objective 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	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 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Baseline: 2022 - 94%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%

2026 - 95.6%

2027 - 96.0%

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

High Priority

HB3 Goal

Evaluation Data Sources: Documentation of communication, PR campaign evidence

Strategy 1 Details	Reviews		
<p>Strategy 1: GHS will maintain partnerships with parents through communication and activities to which they are invited. Strategy's Expected Result/Impact: Parent participation will increase and they will become actively involved in student achievement. Staff Responsible for Monitoring: Administration</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: GHS will partner with parents, the community and other stakeholders for GHS students through involvement and participation in school planning, activities and campus events. Strategy's Expected Result/Impact: Committees and activities will be documented through agendas, sign-in sheets, campus calendars, and use of the eNotes.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Set a realistic 5 year attendance goal for the campus that supports the district goal. Strategy's Expected Result/Impact: Improved attendance and morale. Staff Responsible for Monitoring: Campus Principal and Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Publish newsletters which promotes and explains attendance accountability, going over attendance policy, and setting clear and consistent expectations. Staff Responsible for Monitoring: Campus Principal, Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

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

Baseline: 2022 - 94%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%





2026 - 95.6%

2027 - 96.0%

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

High Priority

HB3 Goal

Strategy 1 Details	Reviews		
<p>Strategy 1: Review and disaggregate campus attendance reports weekly to track progress of Goal</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Educate all stake holders and enforce a school-wide attendance plan where attendance is taken and submitted appropriately daily.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Attendance Clerk</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Establish collaborative meetings with campus team to ensure solid record keeping practices and trouble shoot problem areas with attendance monitoring.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Attendance Clerk, Office staff</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Baseline: 2022 - 94%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%





2026 - 95.6%

2027 - 96.0%

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





High Priority

HB3 Goal

Strategy 1 Details	Reviews		
Strategy 1: Create a goal attainment bonus for classes within campus budget when they exceed their attendance goal Strategy's Expected Result/Impact: Students and staff see that attendance is positively rewarded and continue to increase attendance rate Staff Responsible for Monitoring: Administration, attendance clerk and counselors	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Require special documented contact with absentees and their parents and families; offer incentives work on truancy prevention plans and incentives. Strategy's Expected Result/Impact: Improved attendance rates; better academic outcomes for students Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Require promotion on campus and teacher application of PBIS attendance systems requiring the use of all tiers in the PBIS pyramid Strategy's Expected Result/Impact: Reduced negative behaviors resulting in OSS and increased campus overall attendance Staff Responsible for Monitoring: Principal, Assistant Principal and Office staff	Formative		Summative
	Nov	Dec	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

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

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

High Priority

HB3 Goal





Strategy 1 Details	Reviews		
Strategy 1: Monthly reviews of expenditures with teachers and department chairpersons. Strategy's Expected Result/Impact: Improved fiscal responsibility. Staff Responsible for Monitoring: Principal, Administrative Assistant, Teachers	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

High Priority

HB3 Goal

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





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

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

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

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





Strategy 1 Details	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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Address and Communicate that dating violence will not be tolerated in any form, including: physical emotional, and/or sexual.</p> <p>Staff Responsible for Monitoring: Principal , Assistant Principal and Counselors</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: All parents and students should be able to use the anonymous alerts system on our website/phone app including TIP411.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
<p>Strategy 4: All parents and students should be encouraged to reach out to trusted adults like parents, teachers, school counselors, youth advisors, or health care providers. They can also seek confidential counsel and advice from professionally trained adults and peers.</p> <p>Strategy's Expected Result/Impact: The National Domestic Violence Hot-line 1.800.799.SAFE (7233) or 1-800-787-3224 (TTY) The National Centers for Victims of Crime (NCVC) 1-800-FYI-CALL The National Dating Abuse Helpline 1-866-331-9474 Break the Cycle: https://breakthecycle.org/ Love is Respect: https://www.loveisrespect.org/</p>	Formative		Summative
	Nov	Dec	Apr
<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: SAFETY, SECURITY & MENTAL HEALTH: Groesbeck High School will implement safeguard measures for campuses and will promote strong moral standards for students.





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

Strategy 1 Details	Reviews		
<p>Strategy 1: Allow persons affected by harassment to report the harassment in more than one location to protect confidentiality and ensure impartiality. A good practice is for every building to have at least one person who has expertise in harassment issues to handle complaints of harassment. Encourage individuals of diverse backgrounds and both sexes to serve as complaint managers. Provide a simple form to minimize the need for lengthy written complaints, to focus attention on the critical elements, and to simplify periodic compilation of harassment incident reports.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Encourage students and parents to notify the district when harassment occurs, Provide knowledgeable staff responses to reports of harassment, and Require employees to report harassment and to intervene to stop it Strategy's Expected Result/Impact: https://www2.ed.gov/offices/OCR/archives/Harassment/incidents1.html</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Groesbeck High School will ensure that students have age-appropriate educational materials on the dangers of dating violence and resources for students seeking help</p> <p>Strategy's Expected Result/Impact: reduced incidence; safer environment</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Campuses will provide educational materials that address Risk Factors for Teen Dating Violence Victimization and Risk Factors for Teen Dating Violence Perpetration</p> <p>Strategy's Expected Result/Impact: Findings suggest that the frequency and severity of teen dating violence increases with age. There are also risk factors that contribute to the likelihood of a teen becoming a perpetrator of dating violence. Many of these are developmentally normal in youth, such as little to no relationship experience, vulnerability to peer pressure, and unsophisticated communication skills. Reduce occurrences of dating violence</p> <p>Staff Responsible for Monitoring: Counselors and Campus Admin</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 5 Details	Reviews		
<p>Strategy 5: GHS will work with programs who challenge dating violence. Examples of Teen Dating Violence Prevention Programs: The Safe Dates Project, Break the Cycle's Ending Violence Curriculum, The 4th R, The Youth Relationships Project, and/or Shifting Boundaries; YAM, Aim for Success.</p> <p>Strategy's Expected Result/Impact: Reduce occurrences of dating violence</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 6 Details	Reviews		
<p>Strategy 6: GHS staff will be trained in David's Law and implement procedures to be in compliance with the law. Resources will be made available to faculty, staff, students and community via GISD website, virtual student assemblies, posters/flyers (both student and administration generated).</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: ALL STAFF</p>	Formative		Summative
	Nov	Dec	Apr
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

Strategy 1 Details	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).</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: GHS will promote attendance for character development sessions from the Counselor, including those listed on Parent University sessions.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Title IV funds will be used to support well rounded education opportunities, safe and healthy students, and effective use of technology in regards to overall school safety.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Improved use of Go Guardian technology monitoring to improve safety and well being of students when using district provided technology.</p> <p>Strategy's Expected Result/Impact: Maintain safety; reduce issues</p> <p>Staff Responsible for Monitoring: Technology team and campus administration</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

XV. CONSIDER AND APPROVE THE DISTRICT IMPROVEMENT PLAN AND THE CAMPUS IMPROVEMENT PLANS

XVI. EXECUTIVE SESSION

A. Personnel - Groesbeck Middle School Teacher Resignation (Tex. Gov't 551.074)

B. Discussion of DAEP Student Placements (Tex. Gov't. 551.082)

XVII. RECONVENE IN OPEN MEETING

XVIII. SUPERINTENDENT COMMENTS

XIX. BOARD PRESIDENT COMMENTS AND REPORTS

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