

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, November 13, 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. TEACHER OF THE MONTH RECOGNITIONS**
- VI. STUDENT PRESENTATIONS**
- VII. PUBLIC COMMENT (Agenda/Non-Agenda Items)**
- VIII. PUBLIC HEARING, PRESENTATION AND CONSIDER ACTION ON FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)**

2022-2023 RATINGS BASED ON SCHOOL YEAR 2021-2022 DATA - DISTRICT STATUS DETAIL

Name: GROESBECK ISD(147902)	Publication Level 1: 8/4/2023 12:02:16 PM
Status: Passed	Publication Level 2: 8/7/2023 3:01:39 PM
Rating: A = Superior Achievement	Last Updated: 8/7/2023 3:01:39 PM
District Score: 98	Passing Score: 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	7/13/2023 6:19:24 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	7/13/2023 6:19:24 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	7/13/2023 6:19:24 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	7/13/2023 6:19:24 PM	Yes Ceiling Passed
5	This indicator is not being evaluated.		
			1 Multiplier Sum

6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	7/13/2023 6:19:24 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:24 PM	8
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:24 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:24 PM	10
10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	7/13/2023 6:19:24 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	7/13/2023 6:19:24 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:24 PM	10
14	This indicator is not being evaluated.		10
15	This indicator is not being evaluated.		5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	7/13/2023 6:19:24 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's</u>	7/13/2023 6:19:24 PM	Ceiling Passed

	<u>ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>		
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	7/13/2023 6:19:24 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	7/13/2023 6:19:24 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	7/13/2023 6:19:24 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

<p>Did the school district meet the criteria for any of the following ceiling indicators 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.</p>		
<p>Determination of rating based on meeting ceiling criteria.</p>	<p>Maximum Points</p>	<p>Maximum Rating</p>
<p>Indicator 4 (Timely Payments) - School district was issued a warrant hold.</p>	<p>95</p>	<p>A = Superior Achievement</p>
<p>Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i>.</p>	<p>89</p>	<p>B = Above Standard Achievement</p>
<p>Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i>.</p>	<p>89</p>	<p>B = Above Standard Achievement</p>
<p>Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i>.</p>	<p>79</p>	<p>C = Meets Standard Achievement</p>
<p>Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i>.</p>	<p>89</p>	<p>B = Above Standard Achievement</p>

School FIRST Annual Financial Management Report

GOESBECK INDEPENDENT SCHOOL DISTRICT

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2018. The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all-inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended June 30 or August 31, 2022

Description of Reimbursements	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Meals	\$ 13.07	\$	\$	\$	\$	\$	\$	\$
Lodging								
Transportation								
Motor Fuel								
Other	771.26							
Total	\$784.33	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase orders, are to be reported. Items to be reported per category include: **Meals** – Meals consumed out of town and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals). **Lodging** - Hotel charges. **Transportation** - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking, and tolls). **Motor fuel** – Gasoline. Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
Ended June 30 or August 31, 2022

Name(s) of Entity(ies)	Amount Received
	\$
Total	\$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any) (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period
Ended June 30 or August 31, 2022

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Total	\$	\$	\$	\$	\$	\$	\$	\$

Note – An executive officer is defined as the superintendent unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period
Ended June 30 or August 31, 2022

Amounts	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	\$	\$	\$	\$	\$	\$	\$

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

**IX. PRESENTATION AND CONSIDER APPROVAL OF
QUARTERLY INVESTMENT REPORT**



Groesbeck Independent School District

Quarterly Investment Report

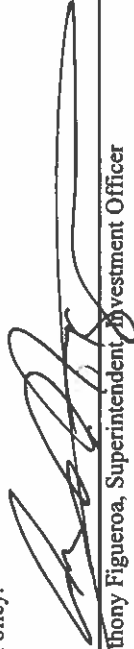
For the Quarter Ended


August 31, 2023

Prepared by

Valley View Consulting, L.L.C.

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


Anthony Figueroa, Superintendent, Investment Officer


Melissa Smith, Investment Officer

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

Annual Portfolio Performance Summary

Fiscal Year End Results by Investment Category:

Asset Type	August 31, 2022			August 31, 2023		
	Avg. Yield	Book Value	Market Value	Avg. Yield	Book Value	Market Value
Pools/DDA/MMA	0.79%	\$ 4,348,181	\$ 4,348,181	5.22%	\$ 5,893,803	\$ 5,893,803
Securities/CDs	1.48%	3,005,018	3,005,018		–	–
Totals		\$ 7,353,199	\$ 7,353,199		\$ 5,893,803	\$ 5,893,803

Fourth Quarter-End Yields **1.08%** **5.22%**

Average Quarter-End Yields - Fiscal Year (1)

	2022 Fiscal Year	2023 Fiscal Year
GISD	0.64%	3.92%
Rolling Three Month Treasury	0.80%	4.76%
Rolling Six Month Treasury	0.76%	4.58%
TexPool	0.72%	4.60%
Fiscal YTD Interest Earnings	\$ 50,140	\$ 269,029

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

Summary

Quarter End Results by Investment Category:

Asset Type	May 31, 2023		August 31, 2023		
	Book Value	Market Value	Book Value	Market Value	Ave. Yield
Pools/DDA/MMA	\$ 7,839,560	\$ 7,839,560	\$ 5,893,803	\$ 5,893,803	5.22%
Securities/CDs	1,027,054	1,027,054	–	–	
Totals	\$ 8,866,615	\$ 8,866,615	\$ 5,893,803	\$ 5,893,803	5.22%

<u>Average Quarterly Yield (1)</u>		<u>Average Quarter-End Yields - Fiscal YTD</u>	
Total Portfolio	5.22%	Total Portfolio	3.92%
Rolling Three Month Treasury	5.49%	Rolling Three Month Treasury	4.76%
Rolling Six Month Treasury	5.30%	Rolling Six Month Treasury	4.58%
TexPool	5.30%	TexPool	4.60%

Interest Earnings (Approximate)

Quarter Interest Earnings	\$90,234
Year-to-Date Interest Earnings	\$269,029

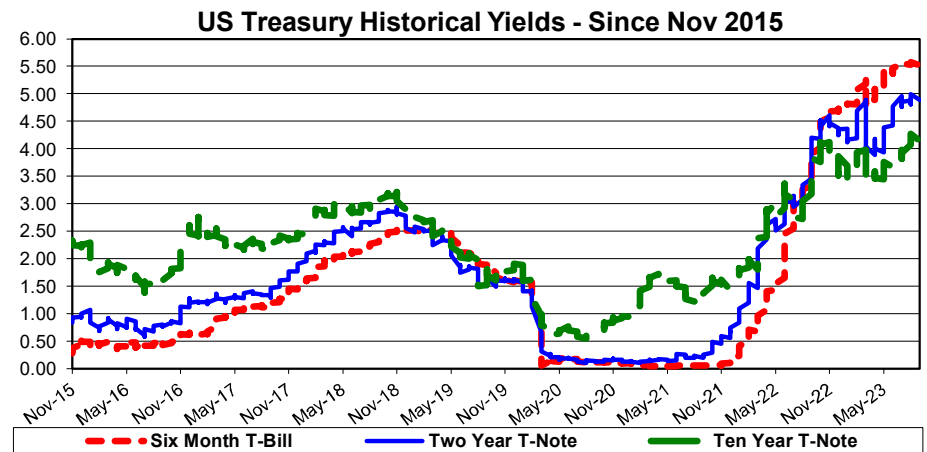
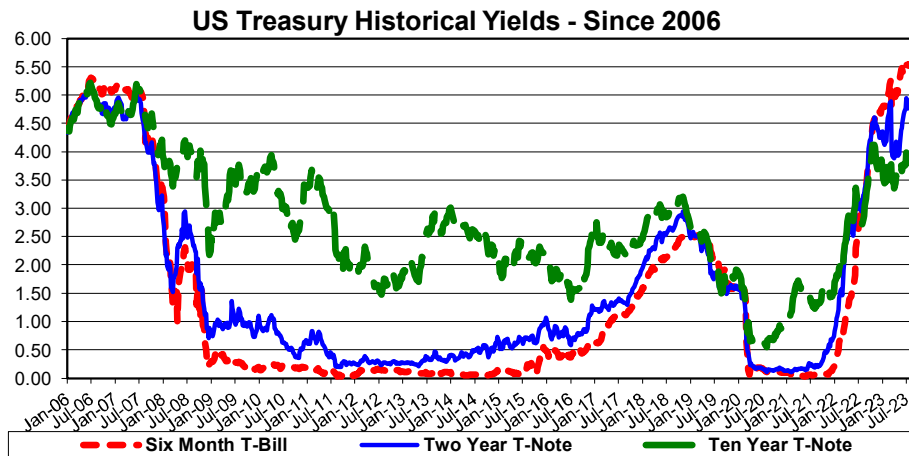
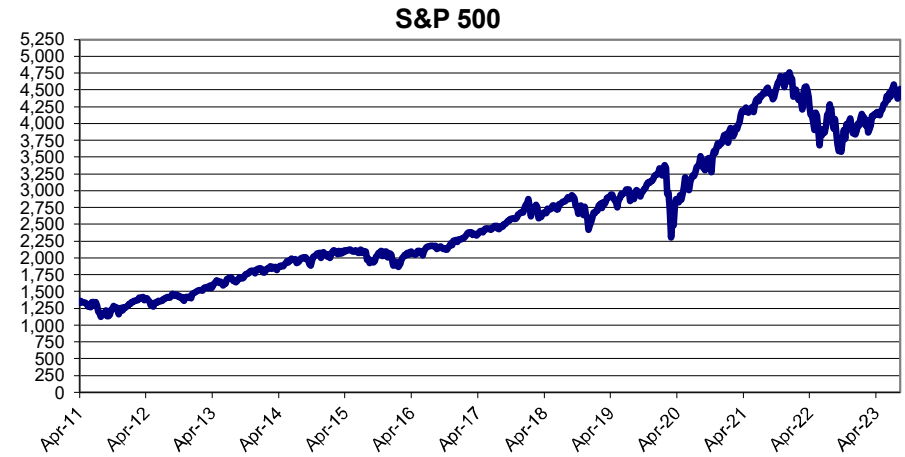
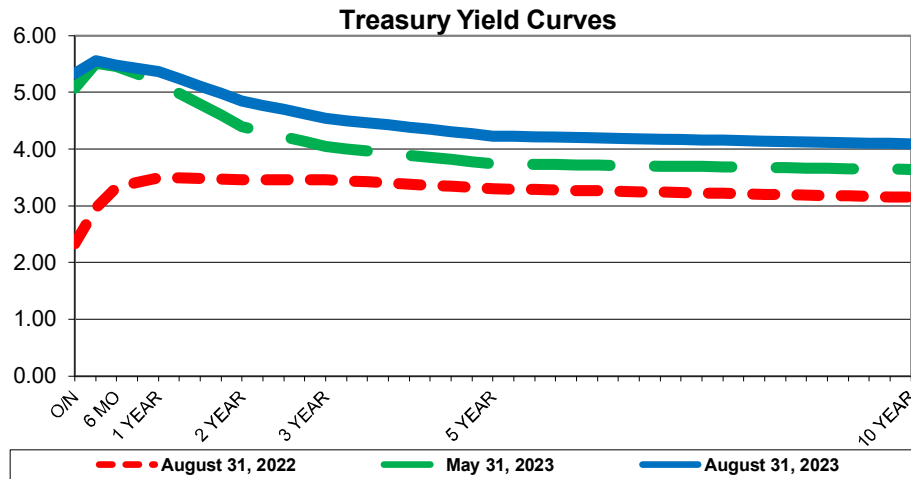
(1) **Average Quarter Yield** - calculated using quarter end report yields and adjusted book values; does not reflect a total return analysis, realized or unrealized gains/losses, or account for advisory fees. The yield for the reporting month is used for bank, pool, and money market balances.

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

Economic Overview

8/31/2023

The Federal Open Market Committee (FOMC) maintained the Fed Funds target range 0.25% to 5.25% - 5.50% (Effective Fed Funds are trading +/-5.33%). A pause is projected at the September 19-20 meeting with any future actions data-dependent. Second Quarter 2023 GDP second estimate declined slightly to 2.1% (from 2.4%). August Non-Farm Payroll added 187k new jobs, above the 170k projection. The three month average continued declining to 150k. The S&P Stock Index dipped below 4,500. The yield curve drifted higher on the long end. Crude Oil traded up to +/- \$85 per barrel. Inflation is still over the FOMC 2% target (Core PCE +/-4.2% and CPI +/-4.7%). The slowing China and German economies, Ukrainian/Russian war and other violent conflicts continue to weight on future outlooks.



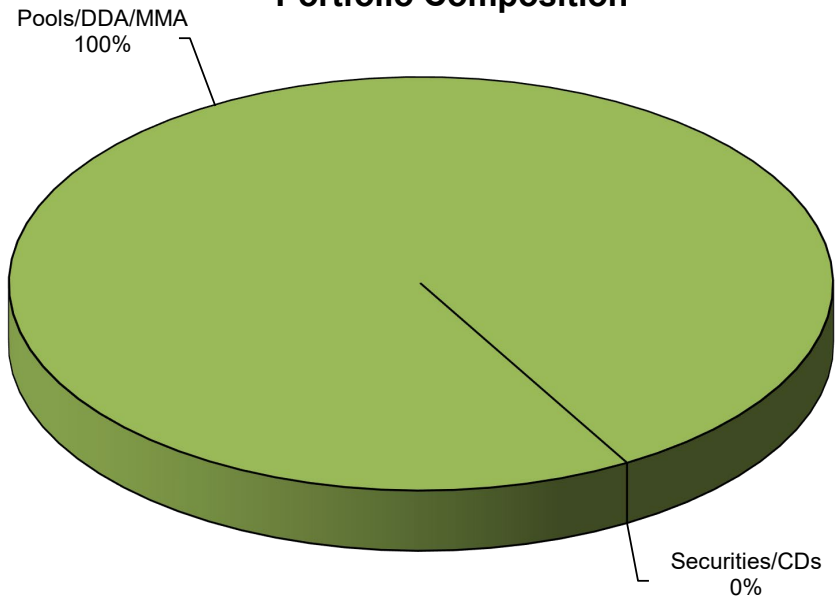
Investment Holdings
August 31, 2023

	Description	Coupon/ Discount	Maturity Date	Settlement Date	Par Value	Purchase Price	Book Value	Market Price	Market Value	Life (days)	Yield
Citizen's State Bank	Checking	0.15%	09/01/23	08/31/23	\$ 168,479	1.00	\$ 168,479	1.00	\$ 168,479	1	0.15%
Citizen's State Bank	MMA	3.85%	09/01/23	08/31/23	275,329	1.00	275,329	1.00	275,329	1	3.85%
TexPool	LGIP	5.30%	09/01/23	08/31/23	1,571,051	1.00	1,571,051	1.00	1,571,051	1	5.30%
InterBank	Cash Mgt	5.64%	09/01/23	08/31/23	250,163	1.00	250,163	1.00	250,163	1	5.64%
InterBank ICS	MMA	5.50%	09/01/23	08/31/23	3,628,780	1.00	3,628,780	1.00	3,628,780	1	5.50%
					\$ 5,893,803		\$ 5,893,803		\$ 5,893,803	1	5.22%
										(1)	(2)

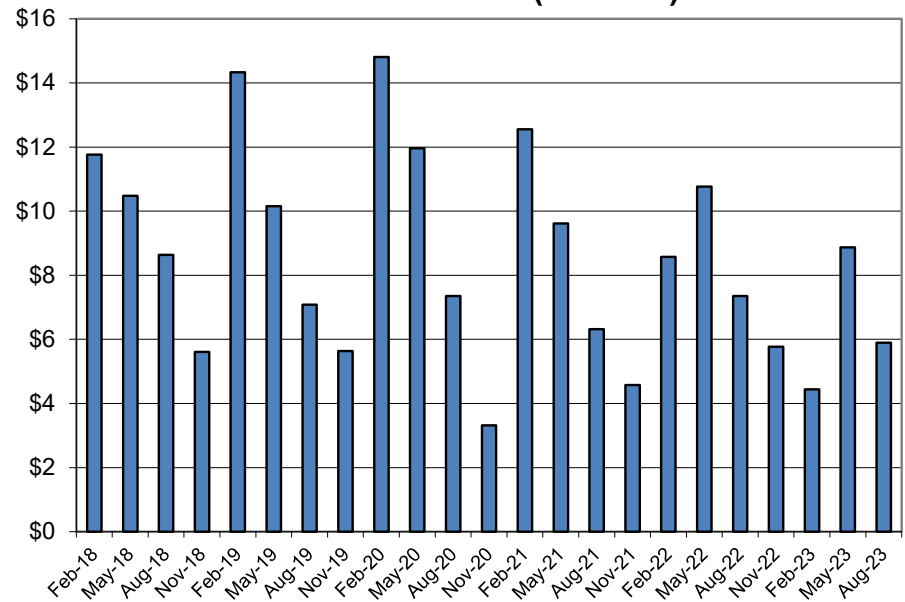
(1) Weighted average life - For purposes of calculating weighted average life, Bank Deposit, Local Government Investment Pool, and Money Market Mutual Fund investments are assumed to have a one day maturity.

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

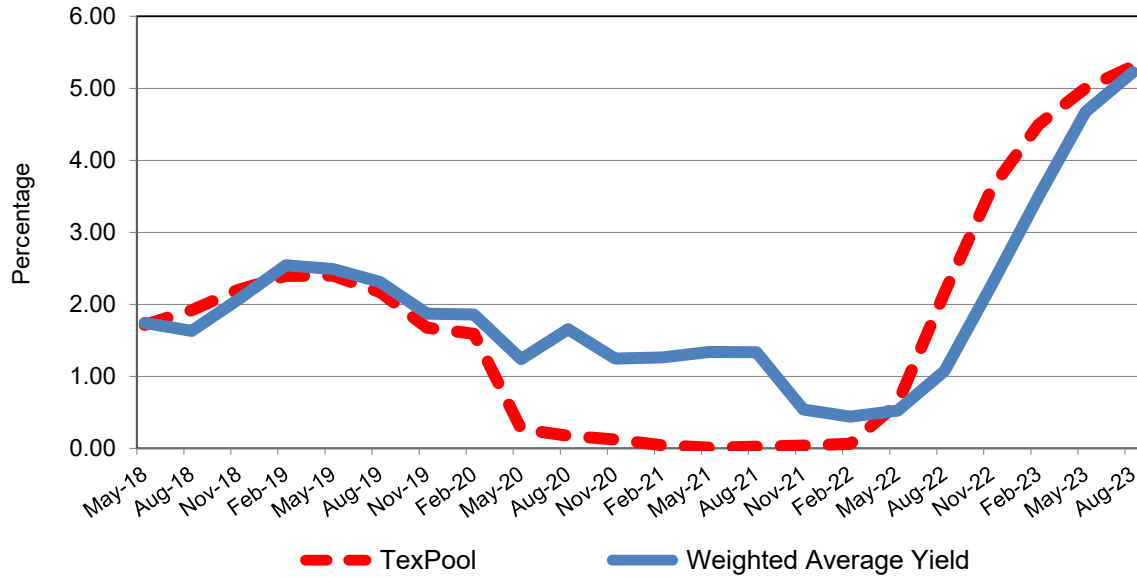
Portfolio Composition



Total Portfolio (Millions)



Portfolio Performance



Book & Market Value Comparison

Issuer/Description	Yield	Maturity Date	Book Value 05/31/23	Increases	Decreases	Book Value 08/31/23	Market Value 05/31/23	Change in Market Value	Market Value 08/31/23
Citizen's State Bank	0.15%	09/01/23	\$ 343,000	\$ -	\$ (174,521)	\$ 168,479	\$ 343,000	\$ (174,521)	\$ 168,479
Citizen's State Bank	3.85%	09/01/23	101,083	174,246	-	275,329	101,083	174,246	275,329
TexPool	5.30%	09/01/23	3,321,291	-	(1,750,239)	1,571,051	3,321,291	(1,750,239)	1,571,051
InterBank	5.64%	09/01/23	250,105	58	-	250,163	250,105	58	250,163
InterBank ICS	5.50%	09/01/23	3,824,082	-	(195,302)	3,628,780	3,824,082	(195,302)	3,628,780
East West Bank	2.90%	06/30/23	1,027,054	-	(1,027,054)	-	1,027,054	(1,027,054)	-
TOTAL / AVERAGE	5.22%		\$ 8,866,615	\$ 174,304	\$ (3,147,116)	\$ 5,893,803	\$ 8,866,615	\$ (2,972,812)	\$ 5,893,803

**Book & Market Value Allocated by Fund
August 31, 2023**

	Description/ Maturity	Total	General Operating	Debt Service	Activity Fund	Scholarship Trust
Citizen's State Bank	Checking	\$ 168,479	\$ 111,018	\$ –	\$ 55,259	\$ 2,202
Citizen's State Bank	MMA	275,329	275,329	–	–	–
TexPool	LGIP	1,571,051	6,917	1,564,135	–	–
InterBank	Cash Mgt	250,163	250,163	–	–	–
InterBank ICS	MMA	3,628,780	3,628,780	–	–	–
		\$ 5,893,803	\$ 4,272,207	\$ 1,564,135	\$ 55,259	\$ 2,202

**Book & Market Value Allocated by Fund
May 31, 2023**

	Description/ Maturity	Total	General Operating	Debt Service	Activity Fund	Scholarship Trust
Citizen's State Bank	Checking	\$ 343,000	\$ 248,252	\$ –	\$ 85,615	\$ 9,133
Citizen's State Bank	MMA	101,083	101,083	–	–	–
TexPool	LGIP	3,321,291	1,809,371	1,511,920	–	–
InterBank	Cash Mgt	250,105	250,105	–	–	–
InterBank ICS	MMA	3,824,082	3,824,082	–	–	–
East West Bank	CD	1,027,054	1,027,054	–	–	–
		\$ 8,866,615	\$ 7,259,947	\$ 1,511,920	\$ 85,615	\$ 9,133

- X. **CONSIDER AND POSSIBLE ACTION TO APPROVE AND ADOPT AN ORDER CANVASSING THE ELECTION RETURNS FOR THE NOVEMBER 7, 2023 VOTER APPROVAL TAX RATE ELECTION**

CERTIFICATE FOR ORDER

STATE OF TEXAS

§

§

COUNTIES OF LIMESTONE, ROBERTSON & FALLS

§

We, the undersigned officers of the Board of Trustees of Groesbeck Independent School District (the “District”), hereby certify as follows:

1. The Board of Trustees of the District (the “Board”) convened in a [regular/special] meeting on the 13th day of November 2023, at the regular designated meeting place (the “Meeting”), and the roll was called of the duly constituted officers and members of the Board, to-wit:

Aslone Foy	President
Jim Longbotham	Vice President
Bridgett Jackson-Tatum	Secretary
Tom Sutton	Trustee
Angela Crane	Trustee
Jason Milstead	Trustee
Stephen Bradley	Trustee

and all of said persons were present, except the following absentees: _____, thus constituting a quorum. Whereupon, among other business the following was transacted at the Meeting, a written order entitled:

**AN ORDER CANVASSING NOVEMBER 7, 2023 VOTER-APPROVAL
TAX RATE ELECTION RETURNS**

(the “Order”) was duly introduced for the consideration of the Board. It was then duly moved and seconded that the Order be passed; and, after due discussion, said motion, carrying with it the passage of the Order, prevailed and carried by the following votes:

AYES: ____

NOES: ____

ABSTENTIONS: ____

2. A true, full, and correct copy of the Order passed at the Meeting is attached to and follows this Certificate; the Order has been duly recorded in the Board's minutes of the Meeting; the above and foregoing paragraph is a true, full, and correct excerpt from the Board's minutes of the Meeting pertaining to the passage of the Order; the persons named in the above and foregoing paragraph are the duly chosen, qualified, and acting officers and members of the Board as indicated therein; each of the officers and members of the Board was duly and sufficiently notified officially and personally, in advance, of the time, place, and purpose of the Meeting, and that the Order would be introduced and considered for passage at the Meeting, and each of the officers and members consented, in advance, to the holding of the Meeting for such purpose; and the Meeting was open to the public, and public notice of the time, place, and purpose of the Meeting was all given as required by Chapter 551, Texas Government Code, as amended.

SIGNED AND SEALED this 13th day of November 2023.

Bridgett Jackson-Tatum
Secretary, Board of Trustees

(District Seal)

**ORDER CANVASSING NOVEMBER 7, 2023 VOTER-APPROVAL TAX
RATE ELECTION RETURNS**

STATE OF TEXAS

§
§
§

COUNTIES OF LIMESTONE, ROBERTSON & FALLS

WHEREAS, the Board of Trustees of the Groesbeck Independent School District (the “District”) ordered a voter-approval tax rate election to be held in the District on November 7, 2023 (the “Election”), on the Proposition hereinafter stated; and

WHEREAS, the Board of Trustees of the District (the “Board”) has investigated all matters pertaining to said Election, including the ordering, giving notice, officers, holding, and making returns of said Election; and

WHEREAS, the election officers who held said Election have duly made the returns of the results thereof, and said returns have been duly delivered to the Board.

THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF GROESBECK INDEPENDENT SCHOOL DISTRICT THAT:

1. The Board officially finds, determines, and declares that said Election was duly and properly ordered; that proper legal notice of said Election was duly given in the English language and the Spanish language (to the extent required by law); that proper election officers were duly appointed prior to said Election; that said Election was duly and legally held; that all resident, qualified voters of the District were permitted to vote at the Election, that the District has complied with the federal Voting Rights Act, and the Texas Election Code; that due returns of the results of said Election have been made and delivered; and the Board has duly canvassed said returns, all in accordance with the law and the Order calling said Election.
2. The Board officially finds and determines that the following votes were cast at said Election on the submitted PROPOSITION by the resident, qualified voters of the District, who voted at the Election:

GROESBECK INDEPENDENT SCHOOL DISTRICT – PROPOSITION A

<u>VOTES</u>	<u>FOR</u>	<u>AGAINST</u>	
	780	599	RATIFYING THE AD VALOREM TAX RATE FOR MAINTENANCE AND OPERATIONS OF \$0.76800 PER \$100 TAXABLE ASSESSED VALUATION IN GROESBECK INDEPENDENT SCHOOL DISTRICT FOR THE CURRENT YEAR, A RATE THAT WILL RESULT IN AN INCREASE OF 3.9 PERCENT IN MAINTENANCE AND OPERATIONS TAX REVENUE FOR THE DISTRICT FOR THE CURRENT YEAR AS COMPARED TO THE PRECEDING YEAR, WHICH IS AN ADDITIONAL \$411,531.
TOTAL	780	599	

3. A majority of the resident, qualified voters of the Groesbeck Independent School District voting in such election, having voted FOR the authorization of a Voter-Approval Tax Rate for the purposes of maintenance and operations for the 2023-2024 school year of \$0.76800 per \$100 of taxable value in the District, as provided in the Proposition, the Board hereby finds and determines that this Proposition DID CARRY at the Election, and that the Board IS therefore authorized to adopt a Voter-Approval Tax Rate for maintenance and operations for the 2023-2024 school year of \$0.76800 per \$100 of taxable value, in accordance with the authority granted in the Proposition and by law.

[Signature page to follow]

BE IT SO ORDERED.

Adopted this 13th day of November 2023.

GROESBECK INDEPENDENT SCHOOL DISTRICT

By: _____
Aslone Foy
President, Board of Trustees

ATTEST:

Bridgett Jackson-Tatum
Secretary, Board of Trustees

UNOFFICIAL RESULTS

SUMMARY REPORT

Limestone County, Texas
 2023 Joint Election
 November 7, 2023

Run Date:11/07/23 10:28 PM

	VOTES	PERCENT
PRECINCTS COUNTED (OF 21)	21	100.00
REGISTERED VOTERS - TOTAL	0	
BALLOTS CAST - TOTAL	2,578	
STATE OF TEXAS PROPOSITION 1		
VOTE FOR 1		
For	2,325	90.75
Against	237	9.25
STATE OF TEXAS PROPOSITION 2		
VOTE FOR 1		
For	1,661	66.55
Against	835	33.45
STATE OF TEXAS PROPOSITION 3		
VOTE FOR 1		
For	2,049	81.18
Against	475	18.82
STATE OF TEXAS PROPOSITION 4		
VOTE FOR 1		
For	2,274	89.56
Against	265	10.44
STATE OF TEXAS PROPOSITION 5		
VOTE FOR 1		
For	1,491	59.59
Against	1,011	40.41
STATE OF TEXAS PROPOSITION 6		
VOTE FOR 1		
For	2,038	80.59
Against	491	19.41
STATE OF TEXAS PROPOSITION 7		
VOTE FOR 1		
For	1,807	71.59
Against	717	28.41
STATE OF TEXAS PROPOSITION 8		
VOTE FOR 1		
For	1,843	72.79
Against	689	27.21
STATE OF TEXAS PROPOSITION 9		
VOTE FOR 1		
For	2,184	85.35
Against	375	14.65

	VOTES	PERCENT
STATE OF TEXAS PROPOSITION 10		
VOTE FOR 1		
For	1,545	61.90
Against	951	38.10
STATE OF TEXAS PROPOSITION 11		
VOTE FOR 1		
For	1,390	57.51
Against	1,027	42.49
STATE OF TEXAS PROPOSITION 12		
VOTE FOR 1		
For	1,326	56.59
Against	1,017	43.41
STATE OF TEXAS PROPOSITION 13		
VOTE FOR 1		
For	1,067	42.53
Against	1,442	57.47
STATE OF TEXAS PROPOSITION 14		
VOTE FOR 1		
For	1,917	76.10
Against	602	23.90
PROPOSITION A - GISD		
VOTE FOR 1		
FOR	779	56.57
AGAINST	598	43.43
PROPOSITION A MART		
VOTE FOR 1		
FOR	19	38.00
AGAINST	31	62.00
PROPOSITION B MART		
VOTE FOR 1		
FOR	15	30.00
AGAINST	35	70.00
PROPOSITION C MART		
VOTE FOR 1		
FOR	12	24.00
AGAINST	38	76.00

SUMMARY REPORT

Limestone County, Texas
2023 Groesbeck ISD Election
November 7, 2023

Run Date:11/13/23 12:34 PM

VOTES PERCENT

PRECINCTS COUNTED (OF 21)	21	100.00
BALLOTS CAST - TOTAL.	1403	
PROPOSITION A - GISD		
VOTE FOR 1		
FOR	780	56.60
AGAINST	598	43.40

SUMMARY REPT-GROUP DETAIL

Limestone County, Texas
 2023 Groesbeck ISD Election
 November 7, 2023

Run Date:11/13/23 12:34 PM

	TOTAL VOTES	%	Absentee	Early Voting	Election Day	MISC
PRECINCTS COUNTED (OF 21)	21	100.00				
BALLOTS CAST - TOTAL.	1403		16	639	748	0
PROPOSITION A - GISD						
VOTE FOR 1						
FOR	780	56.60	10	385	385	0
AGAINST	598	43.40	6	242	350	0
Over Votes	0		0	0	0	0
Under Votes	25		0	12	13	0

CONSTITUTIONAL AMENDMENT ELECTION

Registered Voters
1469 of 10274 = 14.30%

Polling Places Reporting
7 of 7 = 100.00%

Paper Sheets Counted
1,469

Run Time 9:12 PM
Run Date 11/07/2023

11/7/2023

Page 22

Groesbeck ISD

2 of 6 registered voters = 33.33%

GROESBECK INDEPENDENT SCHOOL DISTRICT PROPOSITION A

Choice	Party	Absentee Voting		Early Voting		Election Day Voting		Total	
FOR		0	0.00%	1	50.00%	0	0.00%	1	50.00%
AGAINST		0	0.00%	1	50.00%	0	0.00%	1	50.00%
	Cast Votes:	0	0.00%	2	100.00%	0	0.00%	2	100.00%
	Undervotes:	0		0		0		0	
	Overvotes:	0		0		0		0	

*** End of report ***

**XI. DISCUSSION AND CONSIDER ACTION FOR ROBERTSON
COUNTY APPRAISAL BOARD ELECTION**

Robertson Central Appraisal District
108 Morgan St., P O Box 998
Franklin TX 77856
Phone: 979-828-5800
Fax: 979-828-5137



Nancy Commander
Chief Appraiser

October 28, 2023

**Re: Official Ballot - 2024-2025 Board of Directors Election
Robertson Central Appraisal District**

Please find enclosed Official Ballot for the 2024-2025 Board of Directors election for Robertson Central Appraisal District.

Each voting unit must vote in open meeting, report vote by written resolution, and submit the ballot and resolution to the chief appraiser before December 15, 2023.

The unit may cast all its votes for one candidate or may distribute the votes among any five of the candidates.

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

Sincerely,

**Nancy Commander, RPA
Chief Appraiser**

NC:ds

Enc

**ROBERTSON CENTRAL APPRAISAL DISTRICT
2024 -2025 BOARD OF DIRECTORS VOTING ENTITLEMENT**

REVISED

	2023 LEVY	2023 PERCENTAGE	# VOTES
Bryan ISD	\$383,843	0.66%	33
Bremond ISD	\$2,993,962	5.11%	256
Calvert ISD	\$2,382,826	4.07%	203
Franklin ISD	\$22,126,562	37.77%	1889
Leon ISD	\$804,358	1.37%	69
Hearne ISD	\$7,019,108	11.98%	599
Mumford ISD	\$1,120,080	1.91%	96
Groesbeck ISD	\$264,784	0.45%	23
City of Bremond	\$211,605	0.36%	18
City of Calvert	\$212,536	0.36%	18
City of Franklin	\$359,511	0.61%	31
City of Hearne	\$2,869,974	4.90%	245
Robertson County	\$17,833,181	30.44%	1522
	\$58,582,330	100.00%	5000
			5000

OFFICIAL BALLOT
REVISED

ISSUE TO GROESBECK ISD

VOTE ENTITLEMENT 23

FOR: BOARD OF DIRECTORS 2024-2025 TERM
ROBERTSON CENTRAL APPRAISAL DISTRICT

Calhoun, James	_____
Elliott, John	_____
Hawkins, Raymond	_____
Lightsey, Billy	_____
Muzyka, Kie	_____
Sanders, Greg	_____
Scarpinato, Joe	_____
Simmons, Ross	_____
Taylor, Brian	_____

Ballot issued on October 27, 2023

Nancy Commander, RPA, Chief Appraiser

In accordance with Texas Property Tax Code Section 6.03 the above voting action is to be taken by RESOLUTION, therefore, please submit a copy of the resolution to this ballot and return to:

Nancy Commander, Chief Appraiser, Robertson Central Appraisal District, PO Box 998, Franklin, TX 77856

This ballot is to be returned before December 15, 2023.

RESOLUTION

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

BY ORDER OF RESOLUTION _____ ISD, WITH QUORUM PRESENT, CAST VOTES
FOR ROBERTSON CENTRAL APPRAISAL DISTRICT BOARD OF DIRECTORS 2024-2025 TERM IN
THE FOLLOWING MANNER:

PASSED AND ADOPTED THIS ____ DAY OF _____, 2023.

PRESIDING OFFICER

**XII. DISCUSSION AND CONSIDER ACTION ON NOMINATION
FOR LIMESTONE COUNTY APPRAISAL DISTRICT BOARD
OF DIRECTORS**

Limestone Appraisal District

303 S Waco St., Groesbeck, Texas 76642 Phone 254-729-3009 Fax 254-729-5534
Website limestonecad.com Email limestonecad@co.limestone.tx.us

Leah Briggs, Chief Appraiser

October 26, 2023

Board President, Groesbeck ISD
1202 N Ellis St.
Groesbeck, TX 76642

NOTICE TO NOMINATE BOARD OF DIRECTORS FOR LIMESTONE APPRAISAL DISTRICT

Please be advised that Groesbeck ISD is entitled to nominate and vote in the election of five board members or the Limestone Appraisal District. Elected directors will serve a two-year term (2024-2025).

Current directors, willing to serve again, are Sonny Adams and Louis Garner. The County Tax Assessor/Collector, Stacy Hall, automatically serves as a non-voting director unless she is nominated and elected to serve as a voting director.

Each voting unit should submit the name or names of their nominees to the Chief Appraiser. **This should be done by written resolution and submitted before November 20th, 2023.**

By November 30th, the Chief Appraiser will deliver a ballot to the presiding officer of the governing body of each voting unit along with the number of votes they are allotted.

Please call with any questions you may have about this process.



Leah Briggs, Chief Appraiser
Limestone AD



**RESOLUTION OF THE GROESBECK ISD BOARD OF TRUSTEES
OF NOMINATION OF LIMESTONE COUNTY APPRAISAL DISTRICT BOARD**

WHEREAS, the Board of Trustees of Groesbeck ISD desires to ensure that Groesbeck ISD residents are equitably represented on the Limestone County Appraisal District Board;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GROESBECK ISD OF GROESBECK, TEXAS

Section 1: That the Board of Trustees of the Groesbeck ISD supports the nomination of _____ as member(s) of the Limestone County Appraisal District Board.

Section 2: That the Board of Trustees of the Groesbeck ISD supports membership that will provide equitable representation to all residents of the district.

Section 3: That the Board of Trustees of the Groesbeck ISD desires that representatives have extensive knowledge of the Limestone County Appraisal District Board.

Section 4: This resolution will become effective upon the date of its passage.

PASSED AND APPROVED THIS 13th DAY OF NOVEMBER 2023.

Anthony R. Figueroa, Superintendent
Groesbeck ISD

**XIII. PRESENTATION OF DISTRICT IMPROVEMENT PLAN AND
CAMPUS IMPROVEMENT PLANS - NOVEMBER REVIEW**

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	5
Comprehensive Needs Assessment Data Documentation	6
Goals	9
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%	15
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	21
Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Currently the district serves approximately 1567 students in grade pre-kindergarten - 12. 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
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	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;">  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 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		
<p>Strategy 4: Establish positive relationship with Attendance Judge by providing clear and consistent documentation and communication from each campus.</p> <p>Strategy's Expected Result/Impact: Judge supports fining and/or penalizing families who consistently have poor attendance.</p> <p>Staff Responsible for Monitoring: APs, Supt, PEIMS, Principals</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 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		
<p>Strategy 1: Create a goal attainment bonus for campuses within district budget for when campuses exceed their attendance goal</p> <p>Strategy's Expected Result/Impact: Students and staff see that attendance is positively rewarded and continue to increase attendance rate</p> <p>Staff Responsible for Monitoring: supt, business Mgr, accounting, principals</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Require special meetings with campus leadership team when the campus is below the targeted individual campus goal</p> <p>Strategy's Expected Result/Impact: Updated CIP with amended strategies</p> <p>Staff Responsible for Monitoring: campus leadership, PEIMS, supt</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Reduced negative behaviors resulting in OSS and increased campus overall attendance</p> <p>Staff Responsible for Monitoring: supt, campus principals</p>	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;"> <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 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;"> <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: 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
			
<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: 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;">  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 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 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
			
<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 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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
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	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
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%	22
Goal 3: BUDGET: Groesbeck High School's budget will contribute positively to the district's goal of cumulative fund balance.	26
Goal 4: SAFETY, SECURITY & MENTAL HEALTH: Groesbeck High School will implement safeguard measures for campuses and will promote strong moral standards for students.	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Demographics Strengths

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

Student Learning

Student Learning Summary

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

Student Learning Strengths

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

School Processes & Programs Strengths

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

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

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

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

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Baseline: 2022 - 47%

- 2023 - 62.7%
- 2024 - 62.7%
- 2025 - 63.0%
- 2026 - 63.2%
- 2027 - 63.4%

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





High Priority

HB3 Goal

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

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		
Strategy 6: Identify English Language Proficiency subpopulation and monitor student progress to ensure CLOSING THE GAP score will receive 10 points Strategy's Expected Result/Impact: Successful accountability gains. Staff Responsible for Monitoring: Campus Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
<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 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;">  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 4: GHS will support at-risk students through teacher tutorials, peer tutorials (NHS students)) SUCCESS classes, content mastery, SPED and 504 programs

Evaluation Data Sources: Schedules, Documentation, CBA data

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
<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 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		
Strategy 4: Publish newsletters which promotes and explains attendance accountability, going over attendance policy, and setting clear and consistent expectations. Staff Responsible for Monitoring: Campus Principal, Assistant Principal	Formative		Summative
	Nov	Dec	Apr
<div 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: 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		
Strategy 1: Review and disaggregate campus attendance reports weekly to track progress of Goal Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Educate all stake holders and enforce a school-wide attendance plan where attendance is taken and submitted appropriately daily. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Attendance Clerk	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Establish collaborative meetings with campus team to ensure solid record keeping practices and trouble shoot problem areas with attendance monitoring. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Attendance Clerk, Office staff	Formative		Summative
	Nov	Dec	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Baseline: 2022 - 94%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%





2026 - 95.6%

2027 - 96.0%

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





High Priority

HB3 Goal

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

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%	10
Goal 3: GMS will contribute to the financial wellbeing of the district.	12
Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.	16


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> <p>-Provide opportunities to attend innovative, meaningful professional development</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
			



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
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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>  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
 No Progress  Accomplished  Continue/Modify  Discontinue			

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
			
<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 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;"> <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: 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		
<p>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.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>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.</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: 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
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.	9
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.	12
Goal 4: Enge-Washington will implement safeguard measures and will promote strong moral standards for students.	16
Goal 5: Enge-Washington Intermediate School will strive to increase parent involvement and community support through engagement events.	19


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
			
Strategy 5 Details	Reviews		
<p>Strategy 5: Zearn will be utilized during ACE on Wednesdays and Thursdays to reteach 3-5 grade students who participate in the ACE program through blended learning (small group instruction and on the digital platform).</p> <p>Strategy's Expected Result/Impact: Students will show progress within Zearn in TEKS that are directly tied to Eureka math and STAAR.</p> <p>Staff Responsible for Monitoring: Ace Coordinator; Assistant Principal, one teacher, and one paraprofessional will deliver this content</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 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;"> <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: 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-PESS 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
	 <p>35%</p>		
 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 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
			

 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 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. Strategy's Expected Result/Impact: Through the use of incentives and student engagement, EWIS will maintain 95.8% attendance or higher. Staff Responsible for Monitoring: Attendance Clerk, School Secretary, Assistance Principal, Principal</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






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
			
<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 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 exterior 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. The GISD Technology Department will be notified of time frames when the exterior door(s) access point need to "go green" to allow open entry and then "go red" after the time frame or event has ended. EWIS energy consumption may be reduced through these efforts thus decreasing the District's energy costs each month.</p> <p>Staff Responsible for Monitoring: Principal and staff on duty</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: 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 - 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
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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
			



No Progress



Accomplished



Continue/Modify








Discontinue

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  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	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	9
Goals	10
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%	10
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%	16
Goal 3: H.O. Whitehurst will be financially strategic and sustainable to help meet the district goal of increasing fund balance.	19
Goal 4: H.O Whitehurst will implement social emotional learning strategies to promote strong moral standards for students.	23

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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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
	 50%		
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
	 45%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 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"> iReady Lesson Internalization MIA (Eureka Math Lead Teachers) UFLI, Sound Walls 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
			
<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 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
			
<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 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
			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased attendance, and decrease in the number of consecutive days out.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased attendance and campus morale.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: The grade level with the highest attendance for the 6 weeks will receive recognition and a prize.</p> <p>Strategy's Expected Result/Impact: Increased attendance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Weekly attendance messages, reminders sent out on Sunday's campus wide that include statistics about the importance of being at school.</p> <p>Strategy's Expected Result/Impact: Reminders to start the week off at school and 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 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;"> <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 2: Increase enrollment at H.O. Whitehurst

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase family engagement opportunities Grandparent's Day Lunch Open House Turkey Trot School Performances Grinch Breakfast Growth Parades</p> <p>Strategy's Expected Result/Impact: Increase student and family morale and improved image of H.O. Whitehurst. Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
<p>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</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 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
	N/A		
<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 4: Advertise and promote VATRE to increase MO for GISD.

Strategy 1 Details	Reviews		
<p>Strategy 1: Signs displayed at H.O. Whitehurst explaining the VATRE. Front office window Parent lunch tables</p> <p>Strategy's Expected Result/Impact: Open communication with stakeholders to increase knowledge of the VATRE and how it could benefit GISD.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Presentation to staff regarding the VATRE.</p> <p>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.</p>	Formative		Summative
	Nov	Dec	Apr
No Progress Accomplished Continue/Modify Discontinue			

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.</p> <p>Topics Covered: self-awareness self-management social awareness relationship skills responsible decision-making</p> <p>Strategy's Expected Result/Impact: Students will increase their confidence and build tool box of coping skills.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increase self awareness and student behavior.</p> <p>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</p> <p>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.</p> <p>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>			

XIV. REVIEW AND CONSIDER ACTION ON THE FIRST READING OF TASB POLICY UPDATE 122: (LEGAL) POLICIES AND (LOCAL) POLICIES - CLA(LOCAL): BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT – SECURITY; CQB(LOCAL): TECHNOLOGY RESOURCES – CYBERSECURITY; CSA(LOCAL): FACILITY STANDARDS - SAFETY AND SECURITY; DC(LOCAL): EMPLOYMENT PRACTICES; DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT; EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS; EHBC(LOCAL): SPECIAL PROGRAMS - COMPENSATORY SERVICES AND INTENSIVE PROGRAMS; EHBCA(LOCAL): COMPENSATORY SERVICES AND INTENSIVE PROGRAMS - ACCELERATED INSTRUCTION; FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE; FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT; FFB(LOCAL): STUDENT WELFARE - CRISIS INTERVENTION; FL(LOCAL): STUDENT RECORDS

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 122 are based almost exclusively on legislation from the 88th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

Each regular legislative session, legislation is passed that makes nonsubstantive additions, revisions, or corrections to existing statutes. HB 4595 was passed for this purpose in the 88th Regular Legislative Session. Minor nonsubstantive changes throughout Update 122 result from HB 4595 and are not otherwise mentioned in the explanatory notes.

For more information about the bills mentioned throughout and other changes from the 88th Legislative Session, download the free [2023 Legislative Summary for TASB Members](#) PDF from the TASB store.

The *Local Policy Overview* for Update 122, available with your Update 122 materials under [Local Manual Updates](#) on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

Changes to the policy manual based on bills from the special called sessions will be included in Update 123.

AF(LEGAL)

INNOVATION DISTRICTS

New and amended Administrative Code rules, effective June 20, 2023, revise the process and timeline for renewing an innovation plan. (See pages 5-6.)

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Provisions regarding remote instruction expired on September 1, 2023, and have been removed from this legal policy.

BBB(LEGAL)

BOARD MEMBERS: ELECTIONS

This legal policy has been updated to increase the population threshold for certain districts to conduct elections jointly with a hospital district. (HB 4559)

BBBA(LEGAL)

ELECTIONS: CONDUCTING ELECTIONS

HB 1217 repeals Election Code provisions creating different requirements for days and hours of early voting at temporary branch polling places in counties with a population under 100,000. The same requirements now apply regardless of county size.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 2559 adds retired justices of the peace, the comptroller of public accounts, and former comptrollers to the list of persons authorized to administer an oath in Texas. Because this legal policy includes only the four broadest categories of authorized persons, it has been amended to include retired justices of the peace. (See Oath of Office on page 4.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

BBBC(LLEGAL) ELECTIONS: CAMPAIGN FINANCE

HB 2626 requires all districts, regardless of size, to post campaign finance reports filed with the district on the district website not later than the 10th business day after receipt. Certain address information may be removed before posting, and the reports must remain accessible on the website for five years.

BBC(LLEGAL) BOARD MEMBERS: VACANCIES AND REMOVAL FROM OFFICE

SB 232 implements automatic removal from office for certain criminal offenses. If a board member is removed, the board must fill the vacancy at the first regular meeting following the removal. (See page 4.)

HB 17 makes nonsubstantive changes to existing law regarding removal of a board member by written petition and trial. (See page 3.)

BBD(LLEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

The attorney general (AG) may require board members to complete Public Information Act (PIA) training if the AG determines the district has failed to comply with a requirement of the PIA (see page 1). (HB 3033)

BBI(LLEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

The Note at the beginning of this policy has been updated to include a reference to CQC(LLEGAL), where provisions from SB 1893 regarding prohibited applications on district-owned devices have been added.

BE(LLEGAL) BOARD MEETINGS

HB 3440 requires all districts to post both the notice *and* agenda for a board meeting on the district website under the Open Meetings Act. (See Internet Posting — Notice on page 4.) The bill repeals the previous provision that tied the requirement to post the agenda to the size of a municipality in the district.

C(LLEGAL) BUSINESS AND SUPPORT SERVICES

The Section C table of contents has been revised to rename CKA as Safety Program/Risk Management: Safety and Security Audits and Monitoring. Provisions regarding asbestos management have been moved to a new code CSC, Facility Standards: Asbestos Management.

CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

For bonds authorized at an election after September 1, 2023, HB 3 allows the use of bond proceeds to pay for compliance with school safety and security requirements for school facilities. If TEA finds that the district is not in compliance, the district must use bond proceeds to achieve compliance before using the proceeds for other purposes. (See page 3.)

CDA(LLEGAL) OTHER REVENUES: INVESTMENTS

SB 1246 amends the Public Funds Investment Act to authorize districts to invest in repurchase agreements through a joint account.

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

HB 2518 requires a public property lease between a district and another person to include terms requiring the person to include payment and performance bond requirements in any construction contract the person enters related to the leased property. In addition, the person must provide notice of commencement to the district at least 90 days before any construction begins. (See pages 3-4.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

CHE(LEGAL)

PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

HB 1817 specifies the circumstances under which a district contract is voidable for the vendor's failure to provide the required disclosure of interested parties. (See page 2.)

A provision has been added from HB 900 prohibiting the purchase of library material from vendors included on a list created by TEA. Other provisions of HB 900 are set out in EFB(LEGAL). (See page 10.)

CJA(LEGAL)

CONTRACTED SERVICES: CRIMINAL HISTORY

HB 4123 makes significant changes to the laws regarding criminal history record information (CHRI) reviews by the district and "qualified school contractors," as defined in the bill, and repeals provisions relating to CHRI reviews for certain public works contractors. The bill creates a single statutory approach to CHRI reviews for contractors and their employees.

CK(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT

Several legislative changes affect this legal policy on safety programs and risk management:

- HB 3 requires sheriffs in counties with a population of less than 350,000 to conduct semiannual meetings to discuss issues related to school safety.
- HB 1905 allows districts to make school safety training courses, including active shooter training courses, available at no cost to employees of private schools or child-care facilities in the district.
- SB 29 prohibits districts from implementing mandates related to COVID-19.

To better present legislative changes related to school safety and make the associated policies easier to use, provisions in this policy related to safety and security audits have been relocated to CKA(LEGAL).

CKA(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

To better present legislative changes related to school safety and make the associated policies easier to use, this legal policy has been renamed Safety and Security Audits and Monitoring, and provisions regarding asbestos management have been relocated to CSC(LEGAL) in the policy series related to facility standards. Provisions regarding safety and security audits have been moved from CK(LEGAL) and amended by HB 3.

Other revisions from HB 3 include new provisions related to the following:

- Monitoring by TEA of district implementation and operation of safety and security requirements through a new office of school safety and security
- Vulnerability assessments by TEA
- Intruder detection audits by regional school safety review teams
- Assignment of a conservator by the commissioner if a district fails to comply with specified safety and security requirements

CKC(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

Numerous legislative changes affect this legal policy on emergency plans.

Under HB 3, a district must:

- Adopt a policy for providing notice regarding violent activity at a district campus or facility or at a district-sponsored activity. (See page 1.) [TEA issued a [To the Administrator Addressed letter](#) to provide

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

guidance to educational leaders on September 7, 2023, with [Guidance on Model Standards for Parental Notification](#) that can be used to develop administrative procedures.]

- Provide the Department of Public Safety (DPS) and local law enforcement with emergency response maps and an opportunity to conduct a walk-through using the maps. (See page 1.)
- Follow TEA guidelines in adopting and implementing the district's multihazard emergency operations plan (EOP) to ensure the safety of students and personnel with disabilities or impairments in a disaster or emergency. TEA must develop the guidelines. (See page 3.)
- Submit its multihazard EOP no later than the 30th day after the Texas School Safety Center (TxSSC) requests it. HB 3 modifies the timelines related to submitting the plan and correcting any deficiencies. (See page 5.)
- Provide information from DPS and TxSSC regarding safe storage of firearms to parents. (See pages 6-7.) [TxSSC released [information](#) on September 1, 2023.]

Provisions have been added to this policy from the Texas Disaster Act regarding confidentiality of certain types of information the district may have related to safety and disaster response. (See pages 7-8.)

CKE(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Several revisions to this legal policy on security personnel result from HB 3.

- The board must determine the appropriate number of armed security officers for each campus. The board must ensure that at least one armed security officer, as defined by the bill, is present during regular school hours at each campus or claim a good cause exception due to availability of funding or qualified personnel. A board that claims a good cause exception must develop an alternative standard. (See page 1.)
- The board's options as to who may be hired for security purposes are expanded. (See pages 1-2.)
- Security personnel are no longer required to be commissioned peace officers to carry weapons, but a person permitted to carry a firearm on campus may not perform certain law enforcement duties, except in an emergency, unless they are commissioned peace officers. (See page 5.)

HB 3 and SB 999 modify requirements related to active shooter response training. (See page 3.)

HB 1133 allows peace officers providing volunteer security services at school events to wear their uniforms under certain circumstances. (See pages 3-4.)

For more information, see TASB Legal Services' School Law eSource article "[Armed Security Officer Requirement in House Bill 3 \(2023\)](#)."

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

This legal policy has been updated to include existing provisions regarding the circumstances under which a body-worn camera recording may be released. (See page 5.)

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

HB 3623 allows a district to enter into a memorandum of understanding with another district, open-enrollment charter school, or private school to share a school marshal on the other school's campus for certain events. (See page 4.)

CKEC(LLEGAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS

HB 3 implements requirements for a memorandum of understanding for the provision of school resource officers.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

CLA(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY

SB 2069 revises the requirements for schools to post human trafficking signs. The signs must now be posted in a conspicuous place reasonably likely to be viewed by employees and visitors.

CLA(LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY

Provisions addressing the commissioner's school safety rules for facilities, including rules for exterior doors, can be found at the new CSA(LOCAL), as noted below. This policy is recommended for deletion.

CLE(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: FLAG DISPLAYS

HB 2012 allows a classroom teacher to display the national motto in a classroom if the poster or framed copy meets existing requirements.

CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

HB 1605 makes numerous changes to this legal policy on instructional materials care and accounting, including revisions to permitted expenditures, requisition procedures, requirements related to open education resources (OER), and certification. In addition, districts may be entitled to additional state aid for certain instructional materials.

Administrative code provisions have been deleted to the extent they are superseded by new laws.

CNA(LEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

Duplicative information regarding the transportation of students to accelerated instruction programs has been replaced with a reference on page 7 to EHBCA for more information.

CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

HB 2190 changes all references in state law from "accident" to "collision."

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The list of required internet postings has been updated to include:

- Campaign finance filings at item 18 (HB 2626)
- Item 46 regarding annual reports on measurable outcomes for dropout recovery education programs (SB 1647)

A district may now either post online or provide physical copies of the report on library materials (see item 4 at Optional Internet Postings). (HB 900)

CQB(LEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

SB 768 shortens the deadline to notify the attorney general of a system security breach from 60 to 30 days and requires the notice to be submitted electronically. (See page 4.)

SB 271 creates additional notification requirements for "security incidents" as defined in the bill. (See page 6.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Based on the new notification requirements imposed by SB 271, the security breach notification provisions have been revised to include security incidents.

CQC(LEGAL) TECHNOLOGY RESOURCES: EQUIPMENT

HB 18 amends requirements related to transferring data processing equipment or electronic devices to students. Beginning with the 2023-24 school year, in addition to existing requirements, districts must adopt rules establishing programs that promote parents as partners in cybersecurity and online safety and install filters to block pornographic or obscene materials or applications. TEA must adopt standards for permissible devices and applications used by a district. If necessary, Policy Service will recommend policy revisions following publication of the TEA standards.

SB 1893 requires the district to adopt a policy prohibiting the installation or use of a "covered application," as defined in the bill, on any device owned or leased by the district. (See page 3.) The Department of Information Resources (DIR) and the Department of Public Safety (DPS) must develop a model policy for districts to use in developing the required policy, and the district must adopt the required policy no later than 60 days after the model is released. Policy Service will recommend local policy revisions, as appropriate, following publication of the DIR/DPS model policy.

CS(LEGAL) FACILITY STANDARDS

For clarity and ease of use, this legal policy on Facility Standards has been divided into four codes:

- CS: Facility Standards
- CSA: Safety and Security
- CSB: Gas and Pipelines
- CSC: Asbestos Management

CS includes the existing school facility standards that apply to all district capital improvement projects. Accessibility standards as well as provisions related to portable buildings and outdoor lighting also remain in this policy code.

CSA(LEGAL) FACILITY STANDARDS: SAFETY AND SECURITY

This new policy code regarding safety and security includes existing provisions moved from CS(LEGAL) as well as the commissioner's new school safety rules for facilities, effective May 31, 2023.

HB 3 implements additional safety and security requirements for facilities.

SB 838 requires a district to provide each classroom with silent panic alert technology that allows immediate contact with emergency services and law enforcement. This applies beginning with the 2025-26 school year. (See page 9.)

CSA(LOCAL) FACILITY STANDARDS: SAFETY AND SECURITY

This new local policy on facility safety and security includes recommended provisions addressing audits of building access control to comply with the commissioner's new school safety rules for facilities, effective May 31, 2023.

CSB(LEGAL) FACILITY STANDARDS: SAFETY AND SECURITY

To present legal requirements more clearly, this new legal policy regarding gas and pipelines includes existing provisions moved from CS(LEGAL).

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

CSC(LEGAL)

FACILITY STANDARDS: ASBESTOS MANAGEMENT

To present legal requirements more clearly, existing provisions related to asbestos management have been moved from CKA(LEGAL) to this new policy code.

CV(LEGAL)

FACILITIES CONSTRUCTION

This legal policy regarding facilities construction includes several revisions:

- HB 679 prohibits requiring a specified experience modifier in construction contracts or solicitations. (See pages 5-6.)
- HB 3485 allows vendors and subcontractors to elect not to proceed with additional work without a properly executed change order. (See page 8.)
- HB 2518 adds the failure to include required lease terms to the circumstances under which a district may be liable for failure to obtain a payment bond. (See page 13.)
- HB 2965 prohibits the waiver of Government Code Chapter 2272 regarding construction liability claims. (See page 20.)

DBAA(LEGAL)

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

Changes to the laws regarding the use, confidentiality, and destruction of criminal history record information (CHRI) are from HB 4123. (See pages 4-5.) Other revisions are to better reflect statutory sources.

DBE(LEGAL)

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: NEPOTISM

HB 1789 provides an exception to the nepotism prohibition for hiring bus drivers if the board approves the employment. (See page 4.)

DC(LOCAL)

EMPLOYMENT PRACTICES

HB 1789 creates a nepotism exception for hiring bus drivers, regardless of county population, if the *board* approves employment. We recommend adding a note referring to DBE(LEGAL) (concerning nepotism) to this policy that delegates hiring authority for noncontractual employees to the superintendent as a reminder of the special requirements related to this nepotism exception for bus drivers.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

DEAA(LEGAL)

COMPENSATION PLAN: INCENTIVES AND STIPENDS

For at least two school years, a district must assign a mentor teacher to a teacher who has been issued a temporary certificate for military service members and first responders to teach career and technology education (see page 5). (HB 621)

DEC(LEGAL)

COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

Two bills impact leave requirements for district police officers and emergency personnel.

- HB 1486 adds full-time telecommunicators authorized under the Occupations Code to those entitled to paid mental health leave after experiencing a traumatic event in the scope of employment. (See page 6.)
- HB 471 requires a district to extend a leave of absence to a police officer or emergency medical services personnel for an illness or injury related to the person's line of duty. (See pages 6-7.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

DF(LLEGAL) TERMINATION OF EMPLOYMENT

HB 4520 adds conviction of or placement on deferred adjudication community supervision for sale, distribution, or display of harmful material to a minor as a basis for mandatory termination. (See page 2.)

DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

Revisions to this legal policy incorporate recent state and federal legislative changes.

- HB 1605 prohibits a district from penalizing a teacher for failure to follow the pacing of instructional materials for a subject in the required curriculum. A classroom teacher is also immune from disciplinary proceedings for violating certain state and federal laws if the teacher used only approved and adopted instructional material and delivered the instruction with fidelity. (See pages 4-5.)
- The federal Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act, effective December 29, 2022, repealed and replaced prior law requiring breaks for employees to express breast milk. The provisions are not limited to nonexempt employees. (See pages 6-7.)

DGC(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

HB 2059 adds local behavioral health authorities to the list of providers of mental health first aid training who receive immunity when assisting an individual experiencing a mental health crisis. (See page 4.)

DH(LLEGAL) EMPLOYEE STANDARDS OF CONDUCT

HB 4520 adds Penal Code 43.24 (sale, distribution, or display of harmful material to minor) to the qualifying felonies that render a person ineligible for a TRS service retirement annuity if convicted. (See item 4 on page 2.)

DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT

Because this policy already requires each employee to adhere to district safety rules and regulations and to report unsafe conditions, deletion of the district's locally developed provisions addressing exterior and classroom doors is recommended.

DI(LLEGAL) EMPLOYEE WELFARE

HB 915 requires a district to post information for reporting workplace violence to the Department of Public Safety.

Other changes are to improve online accessibility of the policy.

DIA(LLEGAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Revisions to this legal policy incorporate recent state and federal legislative changes.

- HB 567 provides that the prohibition against racial discrimination includes discrimination based on an employee's hair texture or protective hairstyle commonly or historically associated with race. A district commits an unlawful employment practice if it adopts a dress or grooming policy that discriminates against such hair texture or protective hairstyle. (See page 4.)
- The federal Pregnant Workers Fairness Act, effective June 27, 2023, requires employers to provide reasonable accommodations to the known limitations related to the pregnancy, childbirth, or related medical conditions of a qualified employee. (See pages 9-11.)

Additional changes have been made to include citations to Administrative Code provisions and update other citations.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

DL(LEGAL)

WORK LOAD

HB 1605 allows supplemental agreements between a district and a classroom teacher related to lesson planning or selecting instructional material during planning and preparation time. This applies beginning with the 2024-25 school year.

DLB(LEGAL)

WORK LOAD: REQUIRED PLANS AND REPORTS

HB 1605 allows a unit or weekly lesson plan included in instructional material adopted by the board to satisfy a requirement to prepare such a plan. (See item 6 at Restrictions on Written Reports.)

DMA(LEGAL)

PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Several legislative changes impact this legal policy on staff development.

- A district may satisfy a requirement to implement a program related to substance abuse and prevention and intervention by providing instruction related to fentanyl abuse prevention and drug poisoning awareness (see page 4). (HB 3908)
- A district must require all district employees who regularly interact with students to complete an evidence-based mental health training program (see pages 5-6). (HB 3)
- An athletic trainer who serves as a member of a district's concussion oversight team must take a course that meets the requirements set by the Texas Department of Licensing and Regulation (TDLR) (see page 9). (HB 2495)

Other revisions have been made to clarify the training requirements for other employees related to concussions.

DP(LEGAL)

PERSONNEL POSITIONS

Revisions to this legal policy include new Administrative Code provisions, effective May 21, 2023, regarding school counselors, including requirements that they track time spent on various work duties and that the district assess its compliance with its counselor policy. (See pages 5-6.)

The policy also includes provisions from SB 763 authorizing a district to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the board. (See pages 8-9.)

DP(LOCAL)

PERSONNEL POSITIONS

SB 763 authorizes districts to employ chaplains or accept chaplains as volunteers to provide support, services, and programs for students as assigned by the board. These provisions apply beginning with the 2023-24 school year. While your district currently may allow chaplains along with other visitors or volunteers on campus, SB 763 requires each board to take a record vote not later than six months after the effective date, September 1, 2023, on whether to adopt a policy authorizing a campus to employ or accept as a volunteer a chaplain. To facilitate this record vote, TASB Policy Service sent a draft resolution with the [2023 Post-Legislative Policy Changes Policy Alert](#), available in the Policy Online® Governance and Management Library (TASB login required), for consideration by the board between September 1, 2023, and March 1, 2024. If the board approves the option to adopt a policy to authorize district campuses to employ or accept as a volunteer a chaplain, send your TASB policy consultant a copy of the resolution for TASB to update the district's DP(LOCAL) policy to reflect the board's decision. If the board would prefer only to accept chaplains as volunteers like other district or campus volunteers, contact your policy consultant for assistance with language at GKG(LOCAL).

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

EEB(LEGAL)

INSTRUCTIONAL ARRANGEMENTS: CLASS SIZE

HB 2729 requires a district or an entity with which a district contracts to provide a prekindergarten program to attempt to maintain an average ratio of at least one *qualified*, rather than certified, teacher or aide for each 11 students. (See High-Quality Prekindergarten Program on page 1.)

EF(LEGAL)

INSTRUCTIONAL RESOURCES

This legal policy includes the following revisions from HB 1605:

- Changes to timelines and other requirements related to parental review of tests and instructional materials
- New requirements pertaining to district instructional material review on request of a parent or group of parents

The district must adopt a process for a parent to request a district instructional material review. TEA must adopt standards for a district to use in this review. Policy Service will recommend local policy revisions following publication of the TEA standards.

Provisions related to parental rights regarding consent to surveys and information collection have been relocated to new policy FA(LEGAL), dedicated to parental rights.

EFA(LEGAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Numerous revisions throughout this legal policy on instructional materials are the result of HB 1605.

- Expanded definition of "instructional materials"
- Revised provisions regarding the SBOE's review, selection, and approval or rejection of instructional materials
- New provisions related to TEA's instructional materials website and other support for districts
- New and revised provisions pertaining to open education resource (OER) instructional material

EFB(LEGAL)

INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

HB 900 required revisions throughout this legal policy on library materials.

- A district must adhere to the standards for library collection development adopted by the Texas State Library and Archives Commission (TSLAC) with approval of the SBOE. TSLAC must develop standards by January 1, 2024; Policy Service will recommend local policy revisions following publication of the standards.
- Written parental consent is required before a student may check out library material rated by a vendor as "sexually relevant."
- A district must conduct a biennial review of library contents and post a report not later than January 1 of every odd-numbered year.
- Library material vendors may not sell library materials unless they have issued ratings regarding sexually explicit and sexually relevant material previously sold to the district. No sexually explicit material may be sold and any in use must be recalled. Vendors must submit a list to TEA of rated materials sold and in use, and TEA must post the list online.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

EHAA(LEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

HB 1605 requires districts, when adopting instructional materials, to ensure sufficient time for teachers to teach and students to learn the essential knowledge and skills for the subject and grade level. (See Scope and Sequence and Instructional Materials on page 3.)

HB 3908 expands the scope of instruction regarding the dangers of opioids about which the school health advisory council (SHAC) must make recommendations. (See item 7 on page 7.)

EHAB(LEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ELEMENTARY)

HB 1605 prohibits any instruction that incorporates three-cueing in the required phonics curriculum.

EHAC(LEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

Several bills impact this legal policy on required secondary instruction.

- SB 2124 requires districts to develop an advanced mathematics program and automatically enroll certain sixth grade students unless the student's parent opts out. (See page 3.)
- HB 3908 requires a district to provide annual instruction regarding fentanyl abuse prevention and drug poisoning awareness to students in grades 6 through 12. (See page 7-8.)
- HB 4375 requires a district to provide instruction in using an automated external defibrillator (AED) to students in grades 7 through 12 and allows a district to accept donations to provide such instruction. (See pages 8-9.)

A reference to policy EHBAD has been added on page 9 for more information on new notice requirements regarding the driving with disability program from SB 2304.

EHB(LEGAL)

CURRICULUM DESIGN: SPECIAL PROGRAMS

HB 3928 impacts this legal policy on special programs as follows:

- Further outlines the district's obligations when a student is suspected of having dyslexia or a related disorder (See pages 1-2.)
- Requires the board to adopt a local policy requiring the district to comply with all SBOE and commissioner rules, standards, and guidance related to implementing the program to test students for dyslexia and related disorders (See pages 2-3.)
- Requires the multidisciplinary evaluation team to include a dyslexia specialist when determining a student's eligibility for special education services (See page 3.)
- Implements requirements for progress reports for students receiving dyslexia services (See page 5.)
- Specifies required qualifications for providers of dyslexia instruction (See pages 5-6.)

EHB(LOCAL)

CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions are recommended to comply with HB 3928, which requires the board to adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE and guidance published by the commissioner to implement the program to test students for dyslexia and related disorders.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

EHBAA(LLEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy on identification, evaluation, and eligibility has been updated to include a reference on page 5 to policy EHB for more information on special education of students with dyslexia and related disorders.

EHBAB(LLEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Changes reflect revised Administrative Code provisions regarding the admission, review, and dismissal (ARD) committee, effective July 18, 2023. The revisions include requirements related to students new to a district (see pages 4-6), including students who register in the summer, and requirements related to interpretation to ensure parent participation and understanding (see Collaborative Process on page 11).

EHBAD(LLEGAL) SPECIAL EDUCATION: TRANSITION SERVICES

SB 2304 requires a district to provide information regarding the Texas Driving with Disability Program to specified students. (See pages 3-4.)

EHBC(LLEGAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

The requirements for dropout recovery education programs are revised and supplemented by SB 1647. New provisions, beginning on page 6, address who can operate a program, when a district administrator or counselor may refer a student to a program, and reporting requirements.

EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

This local policy containing provisions on accelerated instruction has been moved to EHBCA(LOCAL) (see below) to align with the legal policy created at that code in Update 121.

EHBCA(LLEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

HB 1416 impacts this legal policy on accelerated instruction in numerous ways, including the following:

- Implements exceptions to accelerated instruction for certain students (See pages 1-2.)
- Modifies requirements for supplemental instruction, including requirements regarding the hours of instruction and the instructional group size (See page 3.)
- Provides parents an option to modify or remove a requirement for supplemental instruction for students who failed to perform satisfactorily on certain assessment instruments (See page 4.)
- Excepts a district from the requirement to provide transportation for students to accelerated instruction programs if the district does not operate or contract for a transportation system
- Expands the requirements to provide notice to parents and requires TEA to develop a [model notice](#) [TEA released [information](#) on July 13, 2023.]
- Requires a district to develop an accelerated education plan for a student who does not perform satisfactorily on an assessment instrument for two or more school years in the same subject (See pages 6-7.)
- Requires the district to make a good faith attempt to provide a parent conference for a student with an accelerated education plan

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

- Adds circumstances under which the commissioner may waive a district's accelerated instruction requirements (See pages 8-9.)
- Repeals several provisions, including provisions related to accelerated learning committees
- Amends the ARD committee meeting requirements

EHBCA(LOCAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

This local policy has been recoded from EHBC(LOCAL) to align with EHBCA(LEGAL) created in Update 121. HB 1416 made several changes to the requirements for accelerated instruction. Recommended changes to this local policy reflect that a parent's ability to request a particular teacher after a student fails to perform satisfactorily on a state assessment is no longer limited to students in grades 3, 5, and 8. Other changes delete references to the accelerated learning committee, which has been eliminated. A district now must develop an accelerated learning plan for certain students, and parents still may file a complaint about the plan in accordance with FNG.

EHBG(LEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

HB 2729 makes several changes related to prekindergarten programs:

- Expands teacher qualifications (See page 5.)
- Requires a district or an entity with which a district contracts to provide a prekindergarten program to attempt to maintain an average ratio of at least one *qualified*, rather than certified, teacher or aide for each 11 students (See page 6.)
- Prescribes new supervisor requirements for entities with which a district contracts to provide a prekindergarten program (See page 6.)

EBHK(LEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

HB 3991 designates the first Friday in April as Texas Fruit and Vegetable Day and requires appropriate instruction. (See page 4.)

HB 3908 requires the governor to designate Fentanyl Poisoning Awareness Week, which may include age-appropriate instruction. (See page 7.)

EHDD(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

HB 8 implements the Financial Aid for Swift Transfer (FAST) program to allow certain students to enroll at no cost in a dual credit course. A district must provide notice to parents about the program and determine student eligibility. (See pages 7-8.)

EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Provisions related to attendance calculation for off campus electronic instruction expired on September 1, 2023, and have been removed from this legal policy.

EHDF(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions related to local remote learning programs expired on September 1, 2023. This legal policy has been deleted in its entirety.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

EI(LEGAL) ACADEMIC ACHIEVEMENT

Changes reflect new Administrative Code provisions regarding the academic achievement record of a student who earns a diploma for completing the Texas First Early High School Completion Program, effective June 15, 2023. (See page 4.)

EIA(LEGAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

This policy on grading/progress reports to parents has been updated to include a reference on page 2 to policy EHB for more information on progress reports for students receiving dyslexia instruction.

EIC(LOCAL) ACADEMIC ACHIEVEMENT: CLASS RANKING

HB 3803 permits parents to elect to have their student repeat a high school course in which the student was enrolled during the previous school year unless the district determines the student has met all requirements for graduation. Absent local policy, TEA guidance provides that the original passing grade must be retained.

Contact your policy consultant for assistance with policy language that reflects the district's option regarding the use of grades from retaken courses in the calculation of class rank and on the transcript.

EIE(LEGAL) ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION

HB 3803 permits a parent to elect for a student to repeat the grade in which the student was enrolled in the previous school year up to grade 8. In addition, a parent may elect for a student to repeat a course taken for high school credit in the previous school year unless the district determines the student has met all requirements for graduation. (See page 1.)

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Provisions related to diplomas for certain students who entered ninth grade before the 2011-12 school year expired on September 1, 2023, and have been removed from this legal policy.

SB 2294 requires a district to allow a student to graduate and receive a diploma under the Texas First Early High School Completion Program if the student satisfies other requirements. (See page 7.)

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

This legal policy has been updated to include legislative changes regarding state assessments.

- In establishing the district's calendar and the dates for the administration of state assessment instruments, the board may consider religious holy days or periods of observance likely to be observed by students during the period for administering those instruments (see page 5). (HB 1883)
- A district may administer a state assessment instrument in paper format to up to three percent of students upon request of a student's parent, guardian, or teacher (see pages 6-7). (HB 1225)

F(LEGAL) STUDENTS

The Section F table of contents has been revised to add the new code FA, Parent Rights and Responsibilities. We have also added for future expansion a new code addressing identification of students at FI.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

FA(LLEGAL) PARENT RIGHTS AND RESPONSIBILITIES

Many of the legal provisions regarding parent rights have been moved to this new policy code so that information is available in a single location. In addition, this policy catalogs the other policy codes that address specific parents' rights throughout the policy manual.

FD(LLEGAL) ADMISSIONS

SB 1008 extends the deadline for an active-duty military parent to provide proof of residence in the district from 10 to 90 days after arrival. (See pages 3-4.)

HB 3 requires a parent enrolling a child or the district the child most recently attended to provide the new district a copy of the child's disciplinary record and any threat assessment involving the child's behavior. (See page 8.)

FDA(LLEGAL) ADMISSIONS: INTERDISTRICT TRANSFERS

HB 3 requires a transfer student's district of residence to provide the receiving district with the student's disciplinary record and any threat assessment involving the student's behavior. (See page 1.)

HB 1959 and HB 2892 require the board to grant the request of a peace officer who is a parent of a student or a servicemember who is a parent of a student to transfer the student to another campus or to another district under an agreement between the districts under Education Code 25.035. (See pages 2-3.)

FDB(LLEGAL) ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

A reference to information regarding intradistrict transfers requested by a parent who is a servicemember or peace officer has been added to page 2 of this legal policy. The referenced information is located in FDA(LLEGAL).

FEA(LLEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

HB 1212 prohibits a district from requiring documentation from a clergy member or other religious leader and requires the district to accept a note from a parent when excusing a student's absence to observe a religious holy day. (See page 4.)

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. (See page 6.)

HB 4559 increases the population threshold for constitutional county courts in certain counties to be designated as truancy courts. (See page 8.)

FEA(LOCAL) ATTENDANCE: COMPULSORY ATTENDANCE

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. Districts that choose to excuse students for absences to visit a professional's workplace to explore a career in that professional's field must adopt a policy to determine when an absence will be excused for this purpose and a procedure to verify the visit. A new provision offered for the board's consideration at Career Investigation permits such absences for the maximum amount allowed in law — up to two days during a student's junior year and up to two days during the student's senior year. Contact your policy consultant for revisions if the district will allow fewer excused absences or will not allow any excused absences for this purpose.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FEB(LLEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

References regarding funding for courses taken with the Texas Virtual School Network have been updated.

FEC(LLEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT

Provisions allowing a district to adopt a policy to exempt students from the 90 percent rule for courses offered under a local remote learning program exception expired on September 1, 2023, and have been removed from this legal policy.

FED(LLEGAL) ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 3917 allows a parent against whom a complaint for contributing to nonattendance has been filed to enter a written agreement to complete counseling, training, or another program designated by the district. (See page 10.)

FFAC(LLEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

SB 629 requires a district to adopt a policy regarding maintenance, administration, and disposal of opioid antagonists at each campus that serves students in grades 6 through 12; a district may adopt a policy at campuses serving students in grades below 6. Provisions have been added beginning on page 4 regarding reporting, training, immunity, and other topics.

General provisions related to the administration of opioid antagonists have been deleted in light of the new requirements.

SB 294 revises provisions related to a district's option to adopt a policy regarding maintenance, administration, and disposal of medication for respiratory distress. A district that adopts a policy must require each campus to have at least one authorized and trained person present during regular school hours. Provisions have been added beginning on page 11 regarding required referrals after medication is administered, training, reporting, parental notice of the policy, and other topics.

Also under SB 294, a district that implements a policy for the maintenance, administration, and disposal of epinephrine auto-injectors must give notice *of the policy* to parents before the policy is implemented or before the start of each school year. (See page 10.)

Finally, SB 294 prohibits disciplinary action against an employee or volunteer who refuses to administer or receive training to administer epinephrine auto-injectors or medication for respiratory distress in accordance with board policy. (See pages 13-14.)

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Recommended revisions to the provisions on opioid antagonists are based on SB 629, which requires a district to have at least one person who is authorized and trained to administer the medication present during regular school hours on each campus that serves grades 6 through 12. The district's current language does not limit administration of the opioid antagonist medication to specific grade levels or campuses; therefore, the revisions state that the provision will be applicable to every campus. If the district wishes to implement this policy only for campuses with certain grade levels, contact the district's policy consultant for appropriate adjustments.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

FFAF(LEGAL) WELLNESS AND HEALTH SERVICES: CARE PLANS

SB 1506 requires a student's seizure management and treatment plan to be on a form adopted by TEA. TEA must adopt the form by December 1, 2023, and post the form on the TEA website. (See page 5.)

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

The required policies and procedures for the district's threat assessment and safe and supportive school team are changed as follows (see pages 1-2):

- Under HB 3, the policy must require each campus to establish a procedure for students to report concerning behavior by another student.
- SB 1720 requires the policy to allow employees who report a potential threat to elect to keep their identities confidential.

Before the threat assessment and safe and supportive school team may conduct a threat assessment, HB 473 requires the team to notify a student's parent regarding the assessment. The team must also notify the parent of its findings and conclusions after the assessment.

HB 3 also requires that materials and information from a threat assessment be maintained in the student's school record until the student's 24th birthday.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

Recommended revisions to this local policy on crisis intervention include the following:

- In accordance with HB 3, provisions have been added at Student Reports to require each campus to establish a clear procedure for students to report concerning behavior by another student.
- Revisions at Employee Confidentiality are based on SB 1720 and allow employees who report a potential threat to elect to keep their identities confidential.

FFBA(LEGAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE

This policy on trauma-informed care has been updated to include a reference to policy DMA for more information on mental health training for district employees.

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

HB 1605 clarifies that materials required to be made available for parent review are those that are not available digitally through an instructional materials parent portal. (See page 1.)

HB 4363 requires that notice be given to students, teachers, counselors, and parents of Future Texas Teachers Scholarship programs. (See page 3.)

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

HB 63 prohibits the Department of Family and Protective Services from taking anonymous reports of abuse or neglect. Revisions have been made to the required contents of a report, including the name and contact information of the person making the report. (See page 3.) Other provisions have been rearranged for clarity.

FL(LEGAL) STUDENT RECORDS

Information regarding enrollment records has been deleted from this policy to avoid unnecessary duplication of the same information in policy FD. A reference to that policy has been added on page 4.

The following provisions have been relocated to new policy FA(LEGAL) dedicated to parental rights:

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

- Parental rights regarding consent to surveys and information collection.
- Parental consent requirements related to videotaping or recording students.

FL(LOCAL) STUDENT RECORDS

HB 1416 repeals provisions related to accelerated learning committees. The references to the accelerated learning committee have been replaced with references to the accelerated education plan that now must be created for certain students who fail to perform satisfactorily on state assessments.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FM(LLEGAL) STUDENT ACTIVITIES

HB 1002 allows a licensed chiropractor or physical therapist to serve on the concussion oversight team if the person meets the training requirements. (See pages 4-5.) This bill also allows a physical therapist to remove a student from practice or competition if the physical therapist believes the student has sustained a concussion. (See page 5.)

HB 2484 requires a district to provide a peace officer, SRO, administrator, or security personnel at an athletic event on district property to ensure the safety of an official of the activity under certain circumstances. (See page 8.) This bill also requires a district to prohibit a spectator from attending athletic activities for at least a year if the spectator causes bodily injury to an official because of the official's actions. (See page 18.)

HB 59 implements new requirements for organized water activities including parental affirmation of whether a child can swim and provision of flotation devices for children who cannot swim. (See pages 9-10.)

HB 699 requires UIL, in assigning league classification, to use the same student enrollment calculation formula for a school that allows homeschooled students to participate in UIL activities as for one that does not. (See pages 15-16.)

HB 3708 provides an allotment of \$1,500 for each UIL activity in which a district allows a homeschooled student to participate. (See page 16.)

An existing provision that a nurse or health-care professional who is not in compliance with training requirements may not serve on a concussion oversight team has been relocated from GKG. (See page 5.)

FNCA(LLEGAL) STUDENT CONDUCT: DRESS CODE

HB 567 prohibits a student dress or grooming policy, including an extracurricular dress code, that discriminates against a hair texture or protective hairstyle commonly or historically associated with race. In light of this new Education Code provision, citations to older caselaw have been deleted.

FNCC(LLEGAL) STUDENT CONDUCT: PROHIBITED ORGANIZATIONS AND HAZING

SB 1900 expands the offense of coercing, inducing, or soliciting membership in a criminal street gang to include a foreign terrorist organization. (See page 1.)

SB 37 allows a report of hazing to be made to a peace officer or law enforcement agency. Provisions regarding immunity for reporting hazing have been added to this legal policy. (See page 2.)

FNCD(LLEGAL) STUDENT CONDUCT: TOBACCO USE AND POSSESSION

This legal policy on tobacco use and possession has been updated to include a reference to policy FOC regarding the new disciplinary consequences for conduct involving e-cigarettes.

Explanatory Notes
TASB Localized Policy Manual Update 122

Groesbeck ISD

FNCF(LLEGAL)

STUDENT CONDUCT: ALCOHOL AND DRUG USE

This legal policy has been updated on page 1 to increase the population threshold for certain districts to petition for an alcohol-free zone. (HB 4559)

FNCG(LLEGAL)

STUDENT CONDUCT: WEAPONS

HB 114 clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to expulsion. (See Possession of Weapons on page 1.)

FNG(LLEGAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Provisions outlining parental rights have been relocated to new policy FA(LLEGAL) dedicated to parent rights.

FO(LLEGAL)

STUDENT DISCIPLINE

A district peace officer or security personnel may not restrain or use a chemical irritant or Taser on a student in fifth grade or below unless the student poses a serious risk of harm (see page 6). (SB 133)

FOC(LLEGAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Several bills impact this legal policy regarding placement in a DAEP.

- HB 114:
- Clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to placement in a DAEP (see page 1).
- Requires DAEP placement for certain conduct involving e-cigarettes (see item 5 on page 2).
- Allows placement in in-school suspension of students who engaged in certain conduct when DAEP is at capacity (see page 9).
- HB 2187 expands the Title V felony offense of abandoning or endangering a child to include elderly or disabled individuals. (See item 25 on page 4.)
- HB 3928 requires the district, upon placement of a student in DAEP, to provide information to the parent about the process to request an evaluation of the student for special education services. (See page 8.)

FOCA(LLEGAL)

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

HB 114 allows a program of educational and support services to be provided to a student and the student's parents when a DAEP offense involves e-cigarettes. (See page 5.)

HB 3928 requires the personalized transition plan for a student exiting a DAEP to include the provision of information to the parent about the process to request an evaluation of the student for special education services. (See pages 6-7.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Groesbeck ISD

FOD(LEGAL)

STUDENT DISCIPLINE: EXPULSION

HB 114 clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to expulsion. For ease of reference, content related to pre-placement proceedings has been duplicated in this policy. (See page 6.)

This legal policy also has been updated to increase the population threshold for certain counties considered to be a county with a population of 125,000 or less for purposes of JJAEP requirements (see page 10). (HB 4559)

FODA(LEGAL)

EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

This legal policy has been updated to increase population thresholds for certain counties considered to be a county with a population of 125,000 or less for purposes of JJAEP requirements. (See pages 1-2.) (HB 4559)

GBA(LEGAL)

PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

Several legislative changes affect this legal policy on access to public information.

- HB 1161 adds victims of child abduction to those covered by the address confidentiality program. (See page 10.)
- HB 3130 restricts the release of information about certain persons who hold or apply for a license issued by the district. (See page 12.)
- HB 4123 prohibits the release of criminal history record information (CHRI) obtained from the FBI and limits the release of CHRI obtained from other Texas criminal justice agencies. (See page 12.)
- HB 3033 provides that the litigation exception to disclosure does not apply to election information in the possession of the entity that administers elections. (See page 16.)
- HB 30 and HB 3033 address the release of information related to certain arrests and crimes. (See page 17.)

GBAA(LEGAL)

ACCESS TO PUBLIC INFORMATION: REQUESTS FOR INFORMATION

Numerous revisions throughout this legal policy on requests for information are the result of HB 3033, including the following:

- The attorney general (AG) may require board members and the officer for public information to complete Public Information Act (PIA) training if the AG determines the district has failed to comply with a requirement of the PIA. (See page 4.)
- "Business day" is defined. A board may designate 10 nonbusiness days each calendar year. (See page 7.)
- With limited exceptions, a district must submit a request for an AG decision through the AG's electronic filing system. (See page 14.)
- A district must take certain actions as soon as practicable after receiving an AG decision. (See pages 20-21.)
- A district may request photo identification from a requestor to establish the requestor has not exceeded a personnel time limit and concealed the requestor's identity. A requestor may decline to provide identification and pay a charge for exceeding the time limit. (See page 30.)

Explanatory Notes
TASB Localized Policy Manual Update 122

Groesbeck ISD

The list of state and national holidays has been added on page 8.

GC(LEGAL) PUBLIC NOTICES

This legal policy has been updated to increase the population threshold for the selection of the newspaper for publication of notice in certain counties (see page 2). (HB 4559)

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

HB 1760 modifies the Penal Code regarding places where weapons are prohibited to require that grounds on which a school-sponsored activity is occurring be owned by and under the control of a school. (See page 7.)

GKC(LEGAL) COMMUNITY RELATIONS: VISITORS

HB 3 allows a district to eject a person on district property who fails or refuses to provide identification on request if the person reasonably appears to have no legitimate reason to be on district property.

GKG(LEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

HB 4123 allows a district to obtain criminal history record information (CHRI) from the Department of Public Safety, in addition to other agencies, about a volunteer who is excepted from the required CHRI check but subject to a discretionary check by the district. (See page 2.)

Provisions related to the concussion oversight team have been relocated to FM(LEGAL).

GRAC(LEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: JUVENILE SERVICE PROVIDERS

HB 446 changed terminology used in statutes to refer to intellectual disability. (See item 8 on page 2.)

GRB(LEGAL) RELATIONS WITH GOVERNMENTAL ENTITIES: INTERLOCAL COOPERATION CONTRACTS

This policy has been updated to increase the population threshold for municipalities to contract with one or more school districts to provide school crossing guards. (HB 4559)



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

~~Exterior Doors~~

~~The District shall ensure that exterior doors of all instructional facilities are closed and locked, such that visitors can only enter a facility through primary entrances. An employee who enters or exits an instructional facility shall ensure that exterior doors close securely and lock. An employee's failure to adhere to this policy and related administrative regulations shall result in immediate disciplinary action by the Superintendent [see DH(LOCAL), Exterior and Classroom Doors].~~

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	<p>All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p>
Employment of Contractual Personnel	<p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.</p> <p>The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]</p>
Employment of Noncontractual Personnel	<hr/> <p>Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).</p> <hr/>
	<p>The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]</p>
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. [See CKC]
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Safety Requirements Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

~~Exterior and
Classroom Doors~~

~~Each employee shall adhere to District policy [see CLA] and regulations regarding exterior and classroom doors. An employee's failure to adhere to policy and regulations shall result in immediate disciplinary action by the Superintendent.~~

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Tobacco and E-Cigarettes

An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee’s personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee’s child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

SPECIAL PROGRAMS
COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

EHBC
(LOCAL)

~~Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.~~

**Accelerated
Instruction**

~~The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.~~

**Accelerated
Learning Committee**

~~When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.~~

~~A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.~~

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS
ACCELERATED INSTRUCTION

EHBCA
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

**Accelerated
Education Plan**

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Career Investigation

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ~~ten~~10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

Student Illness ~~Procedures shall be established by the administration to ensure that proper attention is given to any student who becomes ill during the course of a school day.~~

Accidents Involving Students ~~Emergency procedures shall be established by the administration to ensure proper attention for any student injured at school. Records shall be maintained on all accidents that require the attention of a medical doctor.~~

Emergency Treatment Forms ~~Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law.~~

Purchasing Medication ~~Except as provided below at Administration of Medication to Athletes, the District shall not purchase nonprescription medication to administer to a student.~~

Administering Medication No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as ~~provided below~~ authorized by this or other District policy.

Exceptions
Employees authorized Medication Provided by the Parent The Superintendent ~~or designee may~~ shall designate the employees who are authorized to administer ~~to students~~ medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

Provided by Parent

1. Prescription medication in accordance with legal requirements. ~~[See FFAC(LEGAL)]~~
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan ~~efor~~ a student with disabilities.

Administration of Medication Provided by District Athletic Program ~~Except as required by law and provided by this policy, the District shall not purchase medication to Athletes administer to a student.~~

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. ~~Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:~~

1. The ~~student's parent~~ District has ~~given~~ prior written consent for medication to be administered; ~~[see Medical Treatment, below]; and~~

2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine

The District authorizes ~~school personnel~~ school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of ~~personnel~~ authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

*Maintenance,
Availability, and
Training*

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of ~~school personnel~~ authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine auto-injectors at each campus.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

Opioid Antagonist

This provision shall be applicable to every campus.

On Campus

Naloxone

The District authorizes school personnel who have been adequately trained ~~school personnel~~ to administer intranasal Naloxone an opioid antagonist in accordance with law and this policy. ~~For purposes of this policy, the use of Naloxone shall be limited to those campuses with grades 9–12 students.~~ Administration of Naloxone an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

~~*On Campus*~~

~~The District shall ensure that at each~~ Each applicable campus a sufficient number of ~~personnel are trained to administer Naloxone so that~~ shall have at least one trained individual who is authorized and trained to administer an opioid antagonist present on campus

<p><i>Maintenance, Availability, Training, and Reporting Notification</i></p>	<p>during all hours the campus is open. For purposes of this policy, the regular school hours.</p> <p>Each applicable campus shall be considered open beginning with the first hour of instruction through the last hour of instruction. have at least two unused, unexpired opioid antagonist doses available.</p> <p>In the event that Naloxone is administered, local emergency medi- cal services shall be notified immediately. If a trained school staff member is the only individual available to notify emergency medi- cal services, the trained individual shall first administer the Nalox- one before notifying emergency medical services.</p>
<p>Storage</p>	<p>Naloxone intranasal sprayAll opioid antagonists shall be stored in a secure, location and shall be easily accessible area for an emer- gency by individuals who are authorized and trained to administer an opioid antagonist.</p> <p>The Superintendent shall develop administrative regulations ad- dressing acquisition, maintenance, expiration, and disposal of opi- oid antagonists in the District, as well as reporting, employee train- ing, and emergency notification requirements.</p>
<p>Psychotropics</p>	<p>Except as permitted by Education Code 38.016law, an employee shall not:</p> <ol style="list-style-type: none">1. Recommend to a student or a parent that the student use a psychotropic drug;2. Suggest a particular diagnosis; or3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric eval- uation or examination or treatment of the student.
<p>Medical Treatment</p>	<p>A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emer- gency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.</p> <p>The District shall seek appropriate emergency care for a student as required or deemed necessary.</p>

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The ~~principal~~principal is custodian of all records for currently enrolled students. ~~The principal~~The principal is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any ~~documentation of discussion or action by an accelerated learning committee convened~~education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The ~~director of special programs~~ **director of special programs** shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at ~~the special programs office~~ **the special programs office**.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ~~ten~~ **10** District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ~~ten~~ **10** District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and

2. Items for all other purposes.

School-Sponsored
Purposes

~~For the following school-sponsored purposes—all District publications and announcements, including publications and announcements of District and school support organizations—directory information shall include student name; telephone listing; photograph; major field of study; degrees, honors, and awards received; grade level; most recent school attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.~~

For the following school-sponsored purposes — all District publications and announcements, including publications and announcements of District- and school-support organizations — directory information shall include student name; telephone listing; photograph; major field of study; degrees, honors, and awards received; grade level; most recent school attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

All Other Purposes

For all other purposes, directory information shall include ~~honors and awards received, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams~~ honors and awards received, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

XV. CONSIDER AND APPROVE CONSENT AGENDA ITEMS

A. Minutes of Previous Board Meeting

Board Training
MINUTES 10/16/2023 5:00 p.m.

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

Others: Anthony Figueroa, Mark Parsons, Stephanie Kucerna.

Aslone Foy called the training to order at 5:00 p.m.

Mark Parsons and Stephanie Kucerna presented Legislative Update: 88th Session for the Texas Legislature

Adjourned: 6:04 p.m.

		November 13, 2023
Aslone Foy, Board President	Bridgett Jackson-Tatum, Secretary	Date Approved

Regular Board Meeting
MINUTES 10/16/2023 6:00 p.m.

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

Others: Anthony Figueroa, Teresa Battrick, Cindy Ensminger, Deana Rand, Rachael Pawlik, Melanie Burns, Brandi Simmons, Rylie, Pledger, Brody Brewer, Evan Ditmore, Nicole Dawley, Kelley Copeland, Kristen Curry, Kelley Young, Alex Montoya, Megan Bolton, Judy Bolton, Holly Black, Bonnie Bomar.

Aslone Foy called the meeting to order at 6:07 p.m.

Jim Longbotham gave the Invocation.

Stephen Bradley led the Pledges to the Flags.

Jason Milstead read the District Mission Statement.

Jennifer Paul presented Groesbeck ISD with a donation in the amount of \$492.34 from the Groesbeck Chamber of Commerce for winning the Battle of the River Challenge.

In honor of Principals Month, the principals and assistant principals were recognized for their instructional leadership and being an incredible crew.

Staff Recognition: Teacher of the Month was recognized by each campus for October. Megan Bolton, Groesbeck High School; Melanie Burns, Groesbeck Middle School; Brandi Simmons, Enge-Washington Intermediate School; and Judy Bolton, H. O. Whitehurst.

Student Recognition: Middle school Student Council students Rylie Pledger and Brody Brewer presented information on the Groesbeck Middle School Student Council and activities that the council is involved in.

There were no public comments.

Cindy Ensminger presented iReady data, including a breakdown by campus, math, reading, review, student reports, diagnostic summary, parent letter, and skill progression information. Discussion of reports that the teachers have access to and the supplemental that can be used in the classroom.

Rachael Pawlik presented the English Second Language (ESL) handbook and data. Texas is changing ESL to EB (Emergent Bilingual). Information on the SummitK12 program was presented. Mrs. Pawlik stated that teachers are saying that it works well with iReady. Discussed TELPAS, SummitK12 through Region 12, early exit from the program, content-base, pull-out, number of students, ESL staff development, and parent engagement. Motion by Jim Longbotham, second by Stephen Bradley to approve the ESL handbook and review as presented. Motion carried unanimously.

Motion by Stephen Bradley, second by Jason Milstead to not nominate anyone for the Robertson County Appraisal District Board of Directors. Motion carried unanimously.

Consent Agenda: Motion by Jason Milstead, second by Jim Longbotham, to approve the consent agenda. Motion carried unanimously.

- A. Minutes of Previous Board Meeting
- B. Budget Report and Amendments
- C. 2023 Tax Roll

Entered Executive Session: 7:08 p.m.

Reconvened: 8:13

Superintendent Comments: Mr. Anthony Figueroa commented on the success of the Hispanic Heritage Night Festival. The next Groesbeck-U will be October 18th at HOW Theatre from 6:15 p.m. to 7:15 p.m. Student enrollment of 1516.5 with attendance rate at 95.11%, Region 12 training, and VATRE postcards mailed out.

Board President Comments and Reports: VATRE meetings, if any of the board has a date and time to let Mr. Figueroa know, and the next board meeting will be November 13th.

Motion by Bridgett Jackson-Tatum, second by Angela Crane, to adjourn. Motion carried unanimously.

Adjourned: 8:19 p.m.

Aslone Foy, Board President

Bridgett Jackson-Tatum, Secretary

November 13, 2023
Date Approved

B. Budget Report and Amendments

Comparison of Revenue to Budget

Goesbeck ISD

As of October

Fund 240 / 4 FOOD SERVICE

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 -					
5700 -					
5750 - REVENUES FROM ENTERPRISE FUNDS	85,464.00	-13,296.45	-23,504.13	61,959.87	27.50%
Total	85,464.00	-13,296.45	-23,504.13	61,959.87	27.50%
5800 - STATE REVENUES					
5820 - STATE PROGRAM REV	2,000.00	.00	.00	2,000.00	.00%
5830 - STATE REVE FROM STATE AGENCY	29,536.00	-2,265.84	-4,486.76	25,049.24	15.19%
Total STATE REVENUES	31,536.00	-2,265.84	-4,486.76	27,049.24	14.23%
5900 - FEDERAL REVENUES					
5920 - FEDERAL REVENUE DISTR BY TEA	785,000.00	-118,754.84	-118,754.84	666,245.16	15.13%
5930 - FEDERAL REV DISTR BY GOV AGENC	30,000.00	.00	.00	30,000.00	.00%
Total FEDERAL REVENUES	815,000.00	-118,754.84	-118,754.84	696,245.16	14.57%
Total Revenue Local-State-Federal	932,000.00	-134,317.13	-146,745.73	785,254.27	15.75%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-408,910.00	.00	71,596.78	35,955.68	-337,313.22	17.51%
6200 - PROFESSIONAL & CONTRACTED SVCS	-15,299.00	2,610.11	6,201.50	302.50	-6,487.39	40.54%
6300 - SUPPLIES & MATERIALS	-496,291.00	321,444.27	71,683.00	35,102.63	-103,163.73	14.44%
6400 -	-1,500.00	.00	22.50	22.50	-1,477.50	1.50%
6600 -	-10,000.00	.00	9,516.25	9,516.25	-483.75	95.16%
Total Function 35 FOOD SERVICES	-932,000.00	324,054.38	159,020.03	80,899.56	-448,925.59	17.06%
Total Expenditures	-932,000.00	324,054.38	159,020.03	80,899.56	-448,925.59	17.06%

Board Report
Comparison of Revenue to Budget
Grosbeck ISD
As of October

Fund 255 / 4 TITLE II, PART A

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 -					
5900 - FEDERAL REVENUES					
5920 - FEDERAL REVENUE DISTR BY TEA	61,847.00	-3,872.00	-3,872.00	57,975.00	6.26%
Total FEDERAL REVENUES	61,847.00	-3,872.00	-3,872.00	57,975.00	6.26%
Total Revenue Local-State-Federal	61,847.00	-3,872.00	-3,872.00	57,975.00	6.26%

Board Report
Comparison of Expenditures and Encumbrances to Budget
Grosbeck ISD
As of October

Fund 255 / 4 TITLE II, PART A

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
13 - STAFF DEVELOPMENT						
6200 - PROFESSIONAL & CONTRACTED SVCS	-24,826.25	535.00	12,055.00	11,440.00	-12,236.25	48.56%
6400 -	-37,020.75	1,697.00	3,295.64	38.64	-32,028.11	8.90%
Total Function13 STAFF DEVELOPMENT	-61,847.00	2,232.00	15,350.64	11,478.64	-44,264.36	24.82%
Total Expenditures	-61,847.00	2,232.00	15,350.64	11,478.64	-44,264.36	24.82%

Board Report
Comparison of Revenue to Budget
Grosbeck ISD
As of October

Fund 429 / 4 STATE FUNDED

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 -					
5800 - STATE REVENUES					
5820 - STATE PROGRAM REV	473,801.27	-14,137.32	-14,137.32	459,663.95	2.98%
5830 - STATE REVE FROM STATE AGENCY	10,036.00	-28.47	-103.05	9,932.95	1.03%
Total STATE REVENUES	483,837.27	-14,165.79	-14,240.37	469,596.90	2.94%
Total Revenue Local-State-Federal	483,837.27	-14,165.79	-14,240.37	469,596.90	2.94%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 -						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-185,052.30	.00	2,105.61	1,359.05	-182,946.69	1.14%
6200 - PROFESSIONAL & CONTRACTED SVCS	-82,300.60	.00	23,758.06	23,758.06	-58,542.54	28.87%
6300 - SUPPLIES & MATERIALS	-130,000.00	.00	12,185.60	.00	-117,814.40	9.37%
Total Function11 INSTRUCTION	-397,352.90	.00	38,049.27	25,117.11	-359,303.63	9.58%
13 - STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-26,000.00	.00	1,256.70	.00	-24,743.30	4.83%
6400 -	-11,000.00	.00	41.00	41.00	-10,959.00	.37%
Total Function13 STAFF DEVELOPMENT	-37,000.00	.00	1,297.70	41.00	-35,702.30	3.51%
31 - COUNSELING						
6100 - PAYROLL COSTS	-5,000.00	.00	.00	.00	-5,000.00	-.00%
Total Function31 COUNSELING	-5,000.00	.00	.00	.00	-5,000.00	-.00%
41 - GENERAL ADMIN						
6100 - PAYROLL COSTS	-3,399.00	.00	631.59	348.25	-2,767.41	18.58%
Total Function41 GENERAL ADMIN	-3,399.00	.00	631.59	348.25	-2,767.41	18.58%
51 - FACILITIES MAINTENANCE						
6200 - PROFESSIONAL & CONTRACTED SVCS	-10,300.18	.00	.00	.00	-10,300.18	-.00%
Total Function51 FACILITIES MAINTENANCE	-10,300.18	.00	.00	.00	-10,300.18	-.00%
52 - SECURITY SERVICES						
6200 - PROFESSIONAL & CONTRACTED SVCS	-4,251.16	1,429.22	2,821.94	2,821.94	.00	66.38%
6300 - SUPPLIES & MATERIALS	-919.00	.00	.00	.00	-919.00	-.00%
6600 -	-5,802.00	.00	5,802.00	5,802.00	.00	100.00%
Total Function52 SECURITY SERVICES	-10,972.16	1,429.22	8,623.94	8,623.94	-919.00	78.60%
53 - DATA PROCESSING						
6300 - SUPPLIES & MATERIALS	-9,777.03	.00	.00	.00	-9,777.03	-.00%
Total Function53 DATA PROCESSING	-9,777.03	.00	.00	.00	-9,777.03	-.00%
Total Expenditures	-473,801.27	1,429.22	48,602.50	34,130.30	-423,769.55	10.26%

Comparison of Revenue to Budget
 As of October

	Estimated Revenue	Current Realized Revenue	Realized Revenue To Date	Revenue Balance	Percent Realized
General Operating Funds					
199 / 4 - GENERAL FUND 5000	18,509,111.00	-2,091,858.48	-4,566,321.16	13,942,789.84	24.67%
199 / 4 - GENERAL FUND 7000	2,139,462.00	.00	.00	2,139,462.00	.00%
Totals 5000	18,509,111.00	-2,091,858.48	-4,566,321.16	13,942,789.84	24.67%
Totals 7000	2,139,462.00	.00	.00	2,139,462.00	.00%
Totals General Operating Funds	20,648,573.00	-2,091,858.48	-4,566,321.16	16,082,251.84	22.11%
Special Revenue Funds					
211 / 4 - TITLE I, PART A 5000	405,421.00	.00	.00	405,421.00	.00%
224 / 4 - IDEA - PART B, FORMULA 5000	356,023.00	-33,403.20	-33,403.20	322,619.80	9.38%
225 / 4 - IDEA - PART B, PRESCHOOL 5000	7,500.00	.00	.00	7,500.00	.00%
240 / 4 - FOOD SERVICE 5000	932,000.00	-134,317.13	-146,745.73	785,254.27	15.75%
244 / 4 - CAREER & TECHNICAL 5000	17,888.00	.00	.00	17,888.00	.00%
255 / 4 - TITLE II, PART A 5000	61,847.00	-3,872.00	-3,872.00	57,975.00	6.26%
265 / 4 - TITLE IV, PART B 5000	100,000.00	.00	.00	100,000.00	.00%
270 / 4 - TITLE V 5000	47,006.00	.00	.00	47,006.00	.00%
282 / 4 - ESSER III 5000	8,038.17	.00	.00	8,038.17	.00%
289 / 4 - FEDERALLY FUNDED 5000	34,622.00	-11,159.50	-11,159.50	23,462.50	32.23%
410 / 4 - IMA/TEXTBOOK 5000	274,085.31	.00	.00	274,085.31	.00%
428 / 4 - STATE FUNDED 5000	286,319.02	.00	.00	286,319.02	.00%
429 / 4 - STATE FUNDED 5000	483,837.27	-14,165.79	-14,240.37	469,596.90	2.94%
Totals 5000	3,014,586.77	-196,917.62	-209,420.80	2,805,165.97	6.95%
Totals 7000	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	3,014,586.77	-196,917.62	-209,420.80	2,805,165.97	6.95%
Interest & Sinking Funds					
511 / 4 - DEBT SERVICE 5000	1,789,176.00	-36,213.96	-43,090.28	1,746,085.72	2.41%
Totals 5000	1,789,176.00	-36,213.96	-43,090.28	1,746,085.72	2.41%
Totals 7000	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	1,789,176.00	-36,213.96	-43,090.28	1,746,085.72	2.41%
Expendable Trust Funds					
829 / 4 - TRUST & AGENCY FUND 5000	.00	-501.51	-502.78	-502.78	.00%
Totals 5000	.00	-501.51	-502.78	-502.78	.00%
Totals 7000	.00	.00	.00	.00	.00%
Totals Expendable Trust Funds	.00	-501.51	-502.78	-502.78	.00%
Total Revenues 5000	23,312,873.77	-2,325,491.57	-4,819,335.02	18,493,538.75	20.67%
Total Revenues 7000	2,139,462.00	.00	.00	2,139,462.00	.00%
Total Revenues	25,452,335.77	-2,325,491.57	-4,819,335.02	20,633,000.75	18.93%

Comparison of Expenditures and Encumbrances to Budget
 As of October

	<u>Appropriation</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
General Operating Funds						
199 / 4 - GENERAL FUND 6000	-20,648,573.00	2,882,204.61	2,071,216.32	3,400,147.25	-14,366,221.14	16.47%
Totals 6000	-20,648,573.00	2,882,204.61	2,071,216.32	3,400,147.25	-14,366,221.14	16.47%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals General Operating Funds	-20,648,573.00	2,882,204.61	2,071,216.32	3,400,147.25	-14,366,221.14	16.47%
Special Revenue Funds						
211 / 4 - TITLE I, PART A 6000	-405,421.00	500.00	38,548.48	38,171.12	-366,749.88	9.42%
224 / 4 - IDEA - PART B, FORMULA 6000	-356,023.00	144,749.90	34,642.64	68,045.84	-143,227.26	19.11%
225 / 4 - IDEA - PART B, PRESCHOOL 6000	-7,500.00	.00	.00	.00	-7,500.00	-0.00%
240 / 4 - FOOD SERVICE 6000	-932,000.00	324,054.38	80,899.56	159,020.03	-448,925.59	17.06%
244 / 4 - CAREER & TECHNICAL 6000	-17,888.00	12,510.00	.00	.00	-5,378.00	-0.00%
255 / 4 - TITLE II, PART A 6000	-61,847.00	2,232.00	11,478.64	15,350.64	-44,264.36	24.82%
265 / 4 - TITLE IV, PART B 6000	-100,000.00	1,515.71	8,678.15	10,897.14	-87,587.15	10.90%
270 / 4 - TITLE V 6000	-47,006.00	500.00	3,119.66	3,266.68	-43,239.32	6.95%
282 / 4 - ESSER III 6000	-8,038.17	.00	.00	.00	-8,038.17	-0.00%
289 / 4 - FEDERALLY FUNDED 6000	-34,622.00	2,980.00	320.00	11,479.50	-20,162.50	33.16%
410 / 4 - IMA/TEXTBOOK 6000	-274,085.31	.00	.00	.00	-274,085.31	-0.00%
428 / 4 - STATE FUNDED 6000	-286,319.02	10,850.00	.00	.00	-275,469.02	-0.00%
429 / 4 - STATE FUNDED 6000	-473,801.27	1,429.22	34,130.30	48,602.50	-423,769.55	10.26%
Totals 6000	-3,004,550.77	501,321.21	211,817.43	354,833.45	-2,148,396.11	11.81%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	-3,004,550.77	501,321.21	211,817.43	354,833.45	-2,148,396.11	11.81%
Interest & Sinking Funds						
511 / 4 - DEBT SERVICE 6000	-1,789,176.00	.00	.00	.00	-1,789,176.00	-0.00%
Totals 6000	-1,789,176.00	.00	.00	.00	-1,789,176.00	-0.00%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	-1,789,176.00	.00	.00	.00	-1,789,176.00	-0.00%
Total Expenditures 6000	-25,442,299.77	3,383,525.82	2,283,033.75	3,754,980.70	-18,303,793.25	14.76%
Total Expenditures 8000	.00	.00	.00	.00	.00	.00%
Total Expenditures	-25,442,299.77	3,383,525.82	2,283,033.75	3,754,980.70	-18,303,793.25	14.76%

GROESBECK INDEPENDENT SCHOOL DISTRICT BUDGET AMENDMENT REQUEST

DATE: October 23, 2023

FUND	FUNC	CLASS / OBJ	SUB OBJ	ORG	YR	PIC	LC	PROJ	DESCRIPTION	INCREASE DECREASE
199-00-5759-02-000-4-00-000									HEART OF TX QUALITY SUSTAINABILITY	-5,500
199-61-61XX-02-999-4-99-000									TEACHING SALARIES/STIPENDS	+5,500

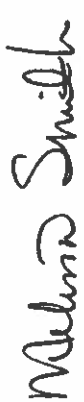
Comments:
BUDGET AMENDMENT REQUEST TO INCREASE REVENUE AND EXPENSES FOR DAYCARE AWARD TO BE USED FOR STIPENDS.

Melvin Smith

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

**GROESBECK INDEPENDENT SCHOOL DISTRICT
BUDGET AMENDMENT REQUEST**

DATE: October 26, 2023

FUND	FUNC	CLASS / OBJ	SUB OBJ	O R G	YR	PIC	LC	PROJ	DESCRIPTION	INCREASE DECREASE
199-71	6521	00-999	4-99-000						DISTRICT COPIER LEASES	-50,000
199-11	6269	00-001	4-28-000						DAEP COPIER LEASE	+650
199-41	6269	00-701	4-99-000						SUPT COPIER LEASE	+3,000
199-23	6269	00-999	4-99-000						DISTRICT WIDE OFFICE COPIER LEASES	+14,500
199-21	6269	00-999	4-23-000						SPED COPIER LEASE	+4,000
199-11	6269	00-001	4-22-000						CTE COPIER LEASES	+3,000
199-36	6269	00-999	4-91-000						ATHLETIC COPIER LEASE	+1,000
199-61	6269	00-999	4-99-000						KIDS CARE COPIER LEASE	+1,000
199-41	6269	01-750	4-99-000						BUS OFFICE COPIER LEASE	+2,500
199-11	6269	00-999	4-11-000						DISTRICT WIDE WORK ROOM COPIERS	+20,350
Comments: BUDGET AMENDMENT REQUEST TO MOVE COPIER LEASES FROM FUNCTION 71 PER AUDITOR. 										

- C. 2023-24 School Health Advisory Council (SHAC) Members
- D. Local Wellness Plan Assessment

Wellness Policy Assessment Tool

Form 357 Rev 12/15

This template provides information on wellness policy goals and practices within the LEA. Use this tool to track progress and gather ideas on ways to create a healthier school environment. A separate assessment should be completed for each school or at a minimum, each school level. The wellness policy and completed assessment must be available to the public.

LEA/District Name

Reviewer

School Name

Date

Select all grades: PK K 1 2 3 4 5 6 7 8 9 10 11 12

Yes No I. Public Involvement

We encourage the following to participate in the development, implementation, and evaluation of our wellness policy:

- Administrators School Food Service Staff P.E. Teachers Parents
 School Board Members School Health Professionals Students Public

We have a designee in charge of compliance.

Name/Title:

We make our policy available to the public.

Please describe:

We measure the implementation of our policy goals and communicate results to the public.

Please describe:

Our district reviews the wellness policy at least annually.

Yes No II. Nutrition Education

Our district's written wellness policy includes measurable goals for nutrition education.

We offer standards based nutrition education in a variety of subjects (e.g. science, health, math, etc).

We offer nutrition education to students in: Elementary School Middle School High School

Yes No III. Nutrition Promotion

Our district's written wellness policy includes measurable goals for nutrition promotion.

We promote healthy eating and nutrition education with signage, use of creative menus, posters, bulletin boards, etc.

We have reviewed *Smarter Lunchroom* techniques and evaluated our ability to implement some of them.

We place fruits and vegetables where they are easy to access (e.g. near the cafeteria cashier or near the front of the line).

We ensure students have access to hand-washing facilities prior to meals.

We annually evaluate how to market and promote our school meal program(s).

We regularly share school meal nutrition, calorie, and sodium content information with students and families.

We offer taste testing or menu planning opportunities to our students.

We participate in Farm to School activities and/or have a school garden.

We only advertise and promote nutritious foods and beverages on school grounds (e.g. buildings, playing fields, etc).

We price nutritious foods and beverages lower than less nutritious foods and beverages.

We offer fruits or non-fried vegetables in: Vending Machines School Stores Snack Bars à La Carte

We have nutritional standards for foods/beverages served at school parties, celebrations, events, etc.

We provide teachers with samples of alternative reward options other than food or beverages.

We prohibit the use of food and beverages as a reward.

(Cont. on page 2)

Yes No IV. Nutrition Guidelines (Cont. from page 1)

- Our district's written wellness policy addresses nutrition standards for USDA reimbursable meals.
- We operate the School Breakfast program: Before School In the Classroom Grab & Go
- We follow all nutrition regulations for the National School Lunch Program (NSLP).
- We operate an Afterschool Snack Program.
- We operate the Fresh Fruit and Vegetable Program.
- We have a Certified Food Handler as our Food Service Manager.
- We have adopted and implemented *Smart Snacks* nutrition standards for ALL items sold during school hours, including:
 as à La Carte Offerings in School Stores in Vending Machines as Fundraisers

Yes No V. Physical Activity

- Our district's written wellness policy includes measurable goals for physical activity.
- We provide physical education for elementary students on a weekly basis.
- We provide physical education for middle school during a term or semester.
- We require physical education classes for graduation (high schools only).
- We provide recess for elementary students on a daily basis.
- We provide opportunities for physical activity integrated throughout the day.
- We prohibit staff and teachers from keeping kids in from recess for punitive reasons.
- Teachers are allowed to offer physical activity as a reward for students.
- We offer before or after school physical activity: Competitive sports Non-competitive sports Other clubs

Yes No VI. Other School Based Wellness Activities

- Our district's written wellness policy includes measurable goals for other school-based activities that promote wellness.
- We provide training to staff on the importance of modeling healthy behaviors.
- We provide annual training to all staff on: Nutrition Physical Activity
- We have a staff wellness program.
- We have school district staff who are CPR certified (e.g. teachers, coaches, counselors, food service staff) .
- We actively promote walk or bike to school for students with Safe Routes to School or other related programs.
- We have a recycling /environmental stewardship program.
- We have a recognition /reward program for students who exhibit healthy behaviors.
- We have community partnerships which support programs, projects, events, or activities.

VII. Progress Report: Indicate any additional wellness practices and/or future goals and describe progress made in attaining the goals of the local wellness policy

VIII. Contact Information:

For more information about this school's wellness policy/practices, or ways to get involved, contact the Wellness Committee Coordinator.

Name Position/Title

Email Phone

Wellness Policy Assessment Tool

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LEA/District Name

Reviewer

School Name

Date

Select all grades: PK K 1 2 3 4 5 6 7 8 9 10 11 12

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LEA/District Name

Reviewer

School Name

Date

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VII. Progress Report: Indicate any additional wellness practices and/or future goals and describe progress made in attaining the goals of the local wellness policy

VIII. Contact Information:

For more information about this school's wellness policy/practices, or ways to get involved, contact the Wellness Committee Coordinator.

Name Position/Title

Email Phone

E. Agreements with Limestone Medical Center: Bus Driver Physical, Dietary Employees TB, and Speech Therapy

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR BUS DRIVER PHYSICALS
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2024 through December 31, 2024

Whereas, South Limestone Hospital District d/b/a Limestone Medical Center is a political subdivision of the County of Limestone, and represents the health interest of the citizens; and

Whereas, Groesbeck Independent School District (GISD) has within its limits the Groesbeck Independent School District incorporating drivers for said district school buses; and

Whereas, Limestone Medical Center can provide such medical services for their transportation driver employment physicals;

Now, therefore, the Groesbeck Independent School District and Limestone Medical Center hereby enter into this agreement for and in consideration of the material covenants, conditions and promises contained herein and agreed to as follows:

The Limestone Medical Center physicians will provide the necessary medical services and procedures performed at Limestone Medical Center in conjunction with employment physicals for the drivers of the school buses of Groesbeck Independent School District.

These medical services will be performed by pre-arranged appointment schedules (no walk-ins).

The following fees apply to this agreement:

- Employment physicals for bus drivers, \$25.00

Limestone Medical Center shall submit an invoice for services provided each month. This shall be sent to the Director of Transportation of Groesbeck Independent School District for approval of payment.

The term of this contract shall be January 1, 2024 through December 31, 2024. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

This Agreement may be terminated by either party by notifying the other party in writing at least 30 days prior to the intended termination of the agreement.

In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability in any respect shall not affect any other provisions thereof, and this agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein.

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

PAGE 2
CONTRACT FOR BUS DRIVER PHYSICALS – GISD

To be considered as notifying in writing, correspondence shall be sent to the attention of:

Chief Executive Officer
Limestone Medical Center
701 McClintic Drive
Groesbeck, TX 76642

Superintendent
Groesbeck Independent School District
1202 N. Ellis
Groesbeck, TX 76642

This Agreement is entered into on the 1st day of January 2024 between Limestone Medical Center and Groesbeck Independent School District.



Larry N. Price
Chief Executive Officer
Limestone Medical Center

10-27-2023

Date

Anthony Figueroa
Superintendent
Groesbeck Independent School District

Date

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT
GROESBECK ISD
DIETARY EMPLOYEES' TB SKIN TESTING

January 1, 2024 through December 31, 2024

South Limestone Hospital District d/b/a Limestone Medical Center/Family Medicine Center agrees to provide tuberculosis (PPD) skin testing, with interpretation of results, for dietary employees of the Groesbeck Independent School District. **The cost will be \$5.00 per employee test.**

The employee may present to the Family Medicine Center (clinic building adjacent to LMC hospital) for TB skin testing between 9 am and 4 pm Monday through Friday. It is preferable to call first, but it can also be done on a walk-in basis. The employee will need to return to the clinic after 48-72 hours for test interpretation. A copy of the test and result will be given to the employee to be returned to dietary supervisor.

A 1-view chest x-ray will be necessary in the following instances:

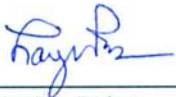
1. The employee has a history of a positive PPD, or allergic reaction to the PPD. In this case, the PPD is not administered.
2. The employee returns for the PPD evaluation and has a positive response. In this case, a follow-up chest x-ray is advised.

The cost for the chest x-ray will be \$17.30 per employee. In addition, the radiologist who interprets the film will bill a separate fee directly to GISD. The radiologist office may be contacted by GISD to determine the usual charge. This phone number is available by contacting Limestone Medical Center x-ray department.

Any employee testing positive will be referred to TDH in Mexia following a chest x-ray. It is important to note that a positive TB test does not always mean the employee has active TB.

Limestone Medical Center will submit an invoice for services provided each month.

The term of this contract shall be January 1, 2024 through December 31, 2024 to coincide with the calendar year. Either party may terminate this contract by written notification at least 30 days prior to the intended date of termination.



Larry N. Price
Chief Executive Officer
Limestone Medical Center

Date 10-27-2023

Anthony Figueroa
Superintendent
Groesbeck Independent School District

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR SPEECH THERAPY
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2024 through December 31, 2024

Whereas, South Limestone Hospital District d/b/a Limestone Medical Center is a political subdivision of the County of Limestone, and represents the health interest of the citizens; and

Whereas, Groesbeck Independent School District (GISD) has within its limits the Groesbeck Independent School District incorporating Special Education Department; and

Whereas, Limestone Medical Center can provide such medical services for Speech Language Evaluations and Therapy for their students;

Now, therefore, the Groesbeck Independent School District and Limestone Medical Center hereby enter into this agreement for and in consideration of the material covenants, conditions and promises contained herein and agreed to as follows:

The Limestone Medical Center physicians will provide the necessary medical services and procedures performed at Limestone Medical Center in conjunction with Speech Language Therapy for students attending Groesbeck Independent School District.

These medical services will be performed by pre-arranged appointment schedules (no walk-ins).

The following fees apply to this agreement:

- Speech Language Therapy Evaluations for children 8 years and younger, \$300.00
- Speech Language Therapy Evaluations for children over 8 years, \$450.00
- Speech Language Therapy, \$100.00 per session

Limestone Medical Center shall submit an invoice for services provided each month. This shall be sent to the Director of the Special Education Department of Groesbeck Independent School District for approval of payment.

The term of this contract shall be January 1, 2024 through December 31, 2024. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

This Agreement may be terminated by either party by notifying the other party in writing at least 30 days prior to the intended termination of the agreement.

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

PAGE 2
CONTRACT FOR SPEECH THERAPY- GISD

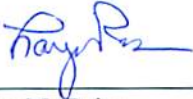
In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability in any respect shall not affect any other provisions thereof, and this agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein.

To be considered as notifying in writing, correspondence shall be sent to the attention of:

Chief Executive Officer
Limestone Medical Center
701 McClintic Drive
Groesbeck, TX 76642

Superintendent
Groesbeck Independent School District
1202 N. Ellis
Groesbeck, TX 76642

This Agreement is entered into on the 1st day of January 2024 between Limestone Medical Center and Groesbeck Independent School District.



Larry N. Price
Chief Executive Officer
Limestone Medical Center

10-27-2023

Date

Anthony Figueroa
Superintendent
Groesbeck Independent School District

Date

F. Donation



October 12, 2023

Dear School District,

On behalf of Big T's Buddies Autism Support Network, together with Golden Circle Special Needs Association, we would like to present your district with this donation to benefit your LIFE SKILLS classes.

Each year, Golden Circle Special Needs Association, a 501(c)3 non-profit organization, hosts an event to raise money for special needs children in a five-county area.

Big T's Buddies Autism Support Network, also a 501(c)3 non-profit, distributes the funds to school districts in Freestone, Limestone, Leon, Anderson, and Navarro Counties.

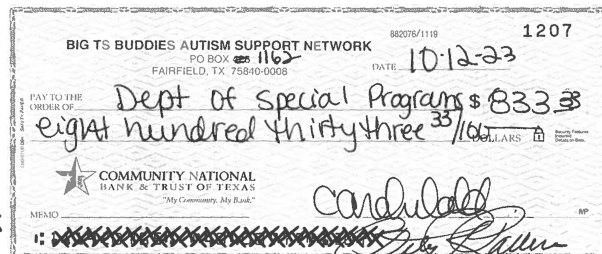
This year, our efforts have allowed us to donate a total of \$25,000 to area schools, and \$5,000 to Creekside Christian Retreat (A Camp in Limestone County for special needs kids); and we couldn't be more proud!

Thank you for all you do for these special students.
Keep up the great work!

Sincerely,

Cinnamon Archibald

Big T's Buddies Autism Support Network
Golden Circle Special Needs Association



G. Surplus

XVI. EXECUTIVE SESSION

- A. Review Recommendation for Employment (Tex. Gov't 551.074)
- B. Personnel Resignations, Leave of Absences, or Reassignments (Tex. Gov't 551.074)
- C. Formative Evaluation of Superintendent (Summative in January) (Tx. Gov't 551.074)
- D. Deliberations Regarding Security Devices or Security Audits (Tx. Gov't. 551.076) GISD's Defenders Program

XVII. RECONVENE IN OPEN MEETING

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

- A. Personnel Resignations, Leave of Absences, or Reassignments
- B. Safety and Security: GISD's Defenders Program

XIX. SUPERINTENDENT COMMENTS

XX. BOARD PRESIDENT COMMENTS AND REPORTS

XXI. 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