

Public Notice of Regular Meeting

The Board of Trustees Groesbeck ISD

A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held Monday, September 16, 2024, beginning at 6:00 PM in the GISD Administration Office Board Room, 1202 N Ellis, Groesbeck, TX 76642.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. CALL TO ORDER**
- II. INVOCATION**
- III. PLEDGES TO THE FLAGS**
- IV. REVIEW DISTRICT MISSION STATEMENT**
- V. PUBLIC COMMENT (Agenda/Non-Agenda Items)**
- VI. STUDENT RECOGNITION**
- VII. TEACHER OF THE MONTH RECOGNITION**
- VIII. DISCUSSION OF TEAM OF EIGHT TRAINING DATES**
- IX. DISCUSSION AND POSSIBLE ACTION ON FALLS COUNTY APPRAISAL DISTRICT BOARD OF DIRECTORS NOMINATION**

FALLS COUNTY

403 CRAIK STREET
MARLIN, TEXAS 76661



APPRAISAL DISTRICT

PHONE: 254-883-2543
Email: info@fallscad.net

September 6, 2024

Superintendent Anthony Figueroa
Groesbeck ISD
1202 N. Ellis St
Groesbeck, TX 76642

Dear Superintendent Figueroa:

Greetings! It is the time of year when we are asking you to assist us to fill the two Falls County Appraisal District Board of Directors positions that will become vacant on January 1, 2025. Since Falls County Appraisal District works for you, it is up to your entity to nominate candidates for the FCAD Board positions. Attached is a "go-by" Resolution for you to bring before your Commission, Council or Board at your September or October meeting. Each taxing district may nominate one person for each position, or two candidates this year.

Please return to info@fallscad.net a copy of your executed nomination resolution by October 15, 2024.

After we receive all the nominations back, we will prepare and mail you a formal ballot, no later than October 31, 2024. Your election can take place at your November or December Board, Council or Commission meeting.

The Appraisal District is governed by a five-member Board that is elected by the Taxing Entities. These Directors serve a staggered two-year term. The members currently serving with expiring terms are Mr. Ian Giesler and Ms. Byrleen Terry (Board Chair). Both have done an outstanding job as Board Members, and I am pleased to report that both have agreed to continue serving. You may nominate Mr. Giesler or Ms. Terry, **or any two candidates of your choosing.**

To be eligible to serve on the FCAD Board of Directors, an individual must be a resident of the District and must have resided in the District for at least two years immediately preceding the date the individual takes office (Jan. 1, 2025). Owing delinquent property taxes disqualifies a person from serving on the CAD board of directors. Other requirements are listed in the attached "Appraisal District Board of Directors Eligibility".

Don't forget to return to our office a copy of your executed nomination resolution by October 15, 2024 to info@fallscad.net.

If you have any questions or concerns, please call or come by and I will be happy to discuss this with you. Thank you for your attention to this matter.

Respectfully submitted,

Martha Davis, RPA, CCA
Chief Appraiser

RESOLUTION TO NOMINATE CANDIDATES
To the Falls County Appraisal District
Board of Directors 2025-2026 Term of Election

Whereas, _____,
Name of Entity
is entitled to nominate one candidate for each position to fill a directorship on the Falls County Appraisal District Board of Directors, as authorized by Section 6.03 Texas Property Tax Code.

Whereas, _____,
Name of Entity
desires to exercise its right to nominate a candidate(s) to fill a directorship.

Therefore, be it resolved that _____
Name of Entity
does hereby nominate the following individual(s) to serve on the **Falls County Appraisal District Board of Directors.**

Nominee Name/Address:

1. _____

2. _____

Passed and approved this day _____.

Presiding Officer: _____

Attest: _____

APPRAISAL DISTRICT BOARD OF DIRECTORS ELIGIBILITY

To be eligible to serve on a board of directors, an individual must be a current resident of the appraisal district having resided in the appraisal district for at least two years immediately preceding the date of taking office.

An employee of a taxing unit that participates in the appraisal district is not eligible to serve on the board of directors unless that individual also is a member of the taxing unit governing body or an elected official of a taxing unit. Membership on the taxing unit governing body does not make an otherwise eligible individual ineligible to serve on the board of directors.

Owing delinquent property taxes disqualifies a person from serving on the board of directors. The person is ineligible if he or she owns property on which delinquent property taxes have been owed for more than 60 days after the date the person knew or should have known of the delinquency. This disqualification does not apply if the person is paying the delinquent taxes and any penalties and interest under an installment payment agreement or has deferred or abated a suit to collect the delinquent taxes.

A person is ineligible to serve on the board of directors if the individual served as a member of the board of directors for all or part of five terms, unless they were a county assessor-collector at the time of service, or the appraisal district is established in a county with a population of less than 120,000.

A person who has appraised property for compensation for use in proceedings, represented property owners for compensation in proceedings in the appraisal district or was an appraisal district employee at any time within the preceding three years is ineligible to serve on the board of directors.

A person is ineligible to serve on the board of directors if the individual is related within the second degree of consanguinity (blood) or affinity (marriage) to the following:

- an appraiser who appraises property for use in a proceeding under the Tax Code; or
- a person who represents property owners for compensation in proceedings under the Tax Code in the appraisal district.

A director who continues to hold office knowing he or she is related in this manner to the above-named persons commits a Class B misdemeanor offense.

An individual is not eligible to be a candidate for, to be appointed to, or to serve on the board of directors if the individual has a substantial interest in a business entity that is party to a contract, or the individual is a party to a contract with the appraisal district. This prohibition also applies to contracts with a taxing unit that participates in the appraisal district if the contract relates to the performance of an activity governed by the Tax Code. An appraisal district may not enter into a contract with a board member or with a business entity in which a board member has a substantial interest. A taxing unit may not enter into a contract relating to the performance of an activity governed by the Tax Code with a board member in which the taxing unit participates or with a business entity in which a board member has a substantial interest.

An individual has substantial interest in a business entity if:

- the combined ownership of the director and the director's spouse is at least 10 percent of the voting stock or shares of the business entity; or
- the director or director's spouse is a partner, limited partner or officer of the business entity.

**X. DISCUSSION AND CONSIDER ACTION ON STUDENT
ACCIDENT INSURANCE PROPOSAL FOR 2024-2025**



*Student Accident
Insurance Proposal
for Groesbeck ISD
for the 2024-2025 School Year*

*Prepared By:
Gentry Financial Group, LLC*

GFG

Gentry Financial Group
Employee Benefits/TPA Services



Gentry Financial Group
Employee Benefits/TPA Services

Dear *Groesbeck* ISD Board of Trustees and Administrators,

Thank you for giving Gentry Financial Group the opportunity to provide a quote for your Student Accident Insurance for the 2024-2025 school year. We value your interest in our company and will do our best to deliver exemplary service and coverage, both now as you select a plan, and during the school year to meet the needs of your students, parents, and staff.

We have attached pricing plans for your consideration. Your quotes offer ranges of coverage that include different levels of benefits for either UIL Students (grades 7-12) or All School Students. Both plans come with opportunities for Catastrophic Coverage. We partner with The Brokerage Store to provide these services to your district. Our Basic Plans are underwritten by Ameritas with Student Assurance Services taking care of claims administration, while our Catastrophic Plans are underwritten by Zurich.

The **Texas Budget Plan** is our most inexpensive plan. The **Texas Star Plan** is our mid-level and most popular plan which offers great benefits. The **Texas Value Plan** is the best plan we offer, and it includes a "no balance bill" to the parents for the remaining balance if the parents use providers in the Lone Star Network or USA MCO. Plans are attached for each quote. The Value, Star and Budget plans provide benefits for the first \$25K of medical cost.

Our quotes also include a **Catastrophic Plan** that will cover expenses up to \$10 million when an injurer's catastrophic medical costs go over \$25K.

This year we have two options your district can select to enhance your Catastrophic Plan.

- The **Catastrophic Cash Option** plan (optional) pays benefits directly to the parent or guardian for needs at home when a child has catastrophic injuries. Examples of this would be: medical equipment, beds, or wheelchair ramps for home.
- In addition, this year we are pleased to offer **Felonious Assault Coverage** (optional). This coverage provides benefits options for students, faculty, staff, and authorized guests related to injuries resulting from a violent or criminal act.

Filing a claim is an easy one-half page process for your supervising admin. Then the parent will complete the other ½ page and send in all bills to be considered for payment. The Lone Star Network/USA MCO has thousands of providers across Texas and the full directory can be found at: lonestarathletic.com and <https://usamco.com>. Gentry Financial Group is available year-round to assist with claims and follow up on questions on any claims.

As an added benefit, parents may choose to purchase **Voluntary Coverage** for their children which will pay for accidents 24 hours a day. This low-cost coverage is great for parents who may not have other medical insurance.

Once again, thank you so much for giving us the chance to win your business. We truly appreciate it!

4297 Kinsey Drive Tyler, Texas 75703 www.gentryfinancialgroup.com
903-939-8133 1-866-939-8133 FAX 903-939-2534
Your GFG contact is Stephanie@gentryfinancialgroup.com

FOLLOW THESE FOUR EASY STEPS TO DETERMINE WHICH
STUDENT ACCIDENT INSURANCE POLICY WILL BE
THE BEST FIT FOR YOUR DISTRICT.

Step One: *Decide between All School Coverage
or UIL Group Coverage for your Base Coverage*

ALL SCHOOL COVERAGE	<p>All School (School-Time) Coverage—premium paid by school</p> <p>Coverage would be in force for each person for whom the All School Coverage premium has been paid as set forth in the policy:</p> <ul style="list-style-type: none"> A. While on the School premises; during the hours and on the days School is in session, and during the hours and on the days when School is not in session while the insured is participating in or attending any Sponsored and Supervised Activity; and B. While away from the School premises; other than traveling, if participating in a Sponsored and Supervised Activity/ and C. While traveling directly to or from the Insured’s residence and school; for regular School sessions, or for any Sponsored and supervised activity in School-provided transportation.
UIL GROUP COVERAGE GRADES 7-12 ONLY	<p>Interscholastic Activities Coverage (UIL—All UIL Activities) - Grades 7-12—premium paid by district</p> <p>Coverage would be in force for each person for whom the UIL Activities premium has been paid as set forth in the Policy:</p> <ul style="list-style-type: none"> A. While practicing for or competing in Interscholastic UIL Activities which are exclusively sponsored by the Policyholder, as a representative of the School, and while under the direct and immediate supervision of an employee of the Policyholder; and B. While traveling directly to or from such practice or competition in School-provided transportation. C. Off-season conditioning, when under the direct supervision of a qualified employee of the Policyholder, including interscholastic athletes taking physical education for grade, vocational classes, ROTC, FFA, band, cheerleading, drill team, power lifting, and other UIL Activities which are exclusively sponsored and immediately supervised by an authorized employee of the Policyholder.

Step TWO: *Select Your Base Coverage Plan*

Plan 1: **TEXAS VALUE PLAN**

The Value plan offers “no balance” billed to parents if they use all Lone Star Athletic Injury Network providers who have contracted with the carrier for this provision. (Christus Trinity Mother Frances Hospitals and most of their providers are on this list) If they use the USA MCO Network Providers, there will be a reduced or possibly “no balance” bill to parents. (This depends upon the individual provider’s negotiated fees.) Many hospitals and doctors in our area are in one of these networks.

Option 1: All School Rates	\$41,000	2 Year Rate Guarantee!
Option 2: Group UIL Rates	\$35,000	

* Plan 2: **TEXAS STAR PLAN**

Many in-network providers will honor “no balances” billed to parents if they use Lone Star Athletic Injury Network providers who have contracted with the carrier for this provision although they are **not required to** with this plan (Texas Star) according to their contract negotiations with The Brokerage Store. (Includes CTMFH system) If they use USA MCO Network Providers, there will be a reduced or even possibly a “no balance” bill to parents. (This depends upon the individual provider’s negotiated fees.)

* Option 1: All School Rates	\$28,700	2 Year Rate Guarantee!
Option 2: Group UIL Rates	\$24,500	

Plan 3: **TEXAS Budget PLAN**

This plan has a lower cost and lower benefits than the Texas Star Plan.

Option 1: All School Rates	\$24,400	2 Year Rate Guarantee!
Option 2: Group UIL Rates	\$20,850	

Step Three: *Select Your Level of Catastrophic Coverage*

Group UIL Catastrophic Coverage	\$1,326	All School Catastrophic Coverage
	+ \$602	+ Add Cash Back \$500K Benefit (optional)
	+ 1,935	+ Add Felonious Assault Coverage (optional)

All School Catastrophic Coverage	\$2,238	All School Catastrophic Coverage
	+ \$1,099	+ Add Cash Back \$500K Benefit (optional)
	+ \$1,935	+ Add Felonious Assault Coverage (optional)

Benefits of Catastrophic Coverage Include

Catastrophic Coverage-accidental medical expense benefit

Catastrophic Accidental Medical Maximum Amount per Accident:

- \$10,000,000 - provided that the first expense is incurred within 180 days after the date of the accident

Catastrophic Accident Deductible:

- \$25,000 per accident; expenses to satisfy deductible must be incurred within 2 years after the date of such accident

Catastrophic Maximum Benefit Period:

- 10 years after the date of the accident

Cash \$500K benefit:

- \$500,000 benefit payable to parents of a catastrophic injured child

Felonious Assault Coverage

- provides benefits options for students, faculty, staff, and authorized guests related to injuries resulting from a violent or criminal act. Benefits include Bereavement and Trauma Counseling.



Step Four:

Let Us Know Your Decision

Email your decision to stephanie@gentryfinancialgroup.com

Groesbeck ISD Student Accident Insurance Choices

Blanket Coverage (Select One)	
Texas Value All School	\$41,000
Texas Value UIL Coverage	\$35,000
Star Plan All School	\$28,700
Texas Star Plan UIL Coverage	\$24,500
Texas Budget Plan All School	\$24,400
Texas Budget Plan UIL Coverage	\$20,850
<p>Catastrophic Coverage — Select Catastrophic Coverage for <u>UIL only</u> or <u>All School</u> , then you enhance your plan by adding Cash Back and/or Felonious Assault.</p>	
Catastrophic Coverage—UIL Rates	\$1,326
Cash \$500K Cash—UIL Rates	\$602
Catastrophic Coverage— All School Rates	\$2,238
Cash \$500K Cash—All School Rates	\$1,099
Felonious Assault Coverage	\$1,935
Total Amount of Plans Selected:	_____



Texas Student Resources, Inc.
Student Athletic/Activities Insurance

Mutual of Omaha / Health Special Risk

Kent Holbert
 P.O. Box 581
 Commerce, Texas 75429
 Phone: 903 886-6943
 Fax: 903 886-6947
 Kent@diversified-insurance.net

2024-25 Student Insurance Proposal for ISD Groesbeck ISD
Two-Year Rate Guarantee: 2024-25; 2025-26

BLANKET ATHLETIC & ACTIVITIES COVERAGE

<u>Coverage Option</u>	<u>Grades</u>	<u>Plan Option</u>	<u>Premium</u>
All UIL Athletics & Activities*	7-12	Premier Plan	\$14,556.00
	7-12	Premier Plus	\$17,204.00

*Includes all **UIL Athletics/Activities, cheerleading, band drill team, vocational classes, ROTC, FFA and 4-H (Includes Cheerleading, Band and Drill Team Summer Camps).**

*Includes Day Field Trips PK-12.

***Premier and Premier Plus Plans – Optional** use of Texas Student Resources and Health Special Risk (HSR) Networks. Providers have agreed to accept plan benefits as payment in full with no balance billing to parents.

***Plan Features:** Post Injury **Concussion** Management Testing;
 Ambulance includes **100% AE Ground or Air**;
 Includes PK-12 Day Field Trips; \$10,000 Loss of Life and AD&D;
 Catastrophic Coverage **\$10,000,000**

Claims administered and paid locally in Texas (Health Special Risk – 866 409-5734)
 Voluntary Accident Plan available to Students (Underwritten by Mutual of Omaha).
 Visit our Website: www.hsri.com www.K12StudentInsurance.com

CATASTROPHIC COVERAGE: Two Options - (Underwritten by Mutual of Omaha).
 Catastrophic Coverage includes medical benefits up to **\$10,000,000**.

<u>Coverage Option</u>	<u>Grades</u>	<u>Deductible</u>	<u>Medical Benefit</u>	<u>Premium</u>
Class 3 * 1	7-12	\$25,000	\$10,000,000	\$1,481.00
Class 3 * 2**	7-12	\$25,000	\$10,000,000	\$1,559.00

Includes \$100,000 Cat Cash Benefit

*Includes \$10,000 AD&D Benefit and loss of life due to Heart or Circulatory Malfunction.

* Class 3 includes all interscholastic athletes, cheerleaders, band members, majorettes, intramural sports participants, gym class participants, student coaches, student managers, student trainers and student participants of school sponsored non-sport extracurricular activities.

Underwritten by:
 Mutual of Omaha
 Mutual of Omaha Plaza
 Omaha, NE 68175

Claims Administration:
 Health Special Risk
 8400 Bellview Dr., Suite 150
 Plano, TX 75024

Marketing:
 Texas Student Resources
 P.O. Box 581
 Commerce, TX 754294



**2024-2025
TEXAS K-12 INSURANCE
PREMIER - MANDATORY
SCHEDULES OF BENEFITS**

Coverage is provided for loss due to a covered injury up to a maximum per injury benefit amount of \$25,000 (\$5,000 for Motor Vehicle Injuries). Treatment of covered injuries must begin within 60 days of the accident date. Only eligible expenses incurred within 52 weeks from the date of the accident are covered. The maximum benefit amount per service/treatment is as shown below. Benefits will be paid only for such expense which is not recoverable from any other insurance policy, service contract or workers' compensation. Coverage also includes \$10,000 Accidental Death & Specific Loss. **Includes Day Field Trips. \$14,556.00**

INPATIENT:	
Room & Board	Semi-Private Room Rate
Intensive Care	1.5 times the Semi-Private Room Rate
Hospital Miscellaneous	Up to \$300/day to a maximum of \$5,000
Registered Nurse	Up to \$400/injury
Physician's Nonsurgical Visits	Up to \$40 per visit
(Benefits are limited to one visit per day and do not apply when related to surgery)	
Orthopedic Braces and Appliances	Included in Hospital Miscellaneous Benefit
Family Travel (outside a 100 mile radius from home)	\$400 per day/5 days maximum (after 5 days confinement)
OUTPATIENT:	
Hospital Outpatient Surgery – Facility Charge	Up to \$1,500 per injury
Physician's Nonsurgical Visits	Up to \$40 per visit
(Benefits are limited to one visit per day and do not apply when related to surgery or physiotherapy)	
Physiotherapy	Up to \$30 per visit, up to 5 visits per injury (Benefits are limited to one visit per day)
Emergency Room	Up to \$200 per injury
(Use of room and supplies; treatment must be rendered within 72 hours from time of injury)	
Physician Emergency Room	Up to \$60 per injury
X-Ray Services (includes \$25 for reading)	Up to \$225 per injury
Cat Scan/MRI Services (includes \$25 for reading)	Up to \$525 per injury
Laboratory	Up to \$50 per injury
Injections	Up to \$25 per injury
Prescription Drugs	100% of Allowable Expense
Orthopedic Braces and Appliances	Up to \$500 per injury (When prescribed by a physician for healing)
Durable Medical Equipment (Post Surgical Only)	Up to \$150 per injury
INPATIENT AND/OR OUTPATIENT:	
Surgeon's Fees	75% of Allowable Expense up to a \$3,750 maximum (Limited to the primary procedure per surgery)
Anesthetist/Assistant Surgeon	25% of surgeon's allowance
Ambulance	100% of Allowable Expense, first trip to the hospital
Treatment of Heat Exhaustion	100% of Allowable Expense
Dental	Up to \$250/tooth (Benefits are paid on sound natural teeth only)
Replacement of Eyeglasses, Contact Lenses & Hearing Aids	100% of Allowable Expense (When broken as a result of a covered injury)
Post Injury Concussion Management Testing	Up to \$40/test; not to exceed three tests
Concussion Benefit	\$100 in addition to other benefits
Trauma Counseling (At School Coverage Only)	\$500 maximum (5 visit limit)

Coverage Underwritten By: Mutual of Omaha Insurance Company; 3300 Mutual of Omaha Plaza; Omaha, NE 68175



**2024-2025
TEXAS K-12 INSURANCE
PREMIER PLUS - MANDATORY
SCHEDULES OF BENEFITS**

Coverage is provided for loss due to a covered injury up to a maximum per injury benefit amount of \$25,000 (\$5,000 for Motor Vehicle Injuries). Treatment of covered injuries must begin within 60 days of the accident date. Only eligible expenses incurred within 52 weeks from the date of the accident are covered. The maximum benefit amount per service/treatment is as shown below. Benefits will be paid only for such expense which is not recoverable from any other insurance policy, service contract or workers' compensation. Coverage also includes \$10,000 Accidental Death & Specific Loss. **Includes Day Field Trips. \$17,204.00**

INPATIENT:	
Room & Board	Semi-Private Room Rate
Intensive Care	1.5 times the Semi-Private Room Rate
Hospital Miscellaneous	Up to \$800 first day, \$300 per day thereafter to a maximum of \$5,000
Registered Nurse	100% of Allowable Expense
Physician's Nonsurgical Visits	Up to \$40 per visit
(Benefits are limited to one visit per day and do not apply when related to surgery)	
Orthopedic Braces and Appliances	Included in Hospital Miscellaneous Benefit
Family Travel (outside a 100 mile radius from home)	\$400 per day/5 days maximum (after 5 days confinement)
OUTPATIENT:	
Hospital Outpatient Surgery – Facility Charge	Up to \$2,000 per injury
Physician's Nonsurgical Visits	Up to \$40 per visit
(Benefits are limited to one visit per day and do not apply when related to surgery or physiotherapy)	
Physiotherapy	Up to \$25 per visit, up to \$250 per injury (Benefits are limited to one visit per day)
Emergency Room	Up to \$250 per injury
(Use of room and supplies; treatment must be rendered within 72 hours from time of injury)	
Physician Emergency Room	Up to \$100 per injury
X-Ray Services (includes \$25 for reading)	Up to \$250 per injury
Cat Scan/MRI Services (includes \$25 for reading)	Up to \$800 per injury
Laboratory	Up to \$50 per injury
Injections	Up to \$25 per injury
Prescription Drugs	100% of Allowable Expense
Orthopedic Braces and Appliances	Up to \$500 per injury (When prescribed by a physician for healing)
Durable Medical Equipment (Post Surgical Only)	Up to \$150 per injury
INPATIENT AND/OR OUTPATIENT:	
Surgeon's Fees	90% of Allowable Expense up to a \$4,500 maximum (Limited to the primary procedure per surgery)
Anesthetist/Assistant Surgeon	25% of surgeon's allowance
Ambulance	100% of Allowable Expense, first trip to the hospital
Treatment of Heat Exhaustion	100% of Allowable Expense
Dental	100% of Allowable Expense (Benefits are paid on sound natural teeth only)
Replacement of Eyeglasses, Contact Lenses & Hearing Aids	100% of Allowable Expense (When broken as a result of a covered injury)
Post Injury Concussion Management Testing	Up to \$60/test; not to exceed three tests
Concussion Benefit	\$100 in addition to other benefits
Trauma Counseling (At School Coverage Only)	\$500 maximum (5 visit limit)

Coverage Underwritten by: Mutual of Omaha Insurance Company; 3300 Mutual of Omaha Plaza; Omaha, NE 68175



2024-2025
TEXAS
CATASTROPHIC MEDICAL
SCHEDULE OF BENEFITS

Coverage Underwritten by:
 Mutual of Omaha Insurance Company; 3300 Mutual of Omaha Plaza; Omaha, NE 68175

\$1,481.00 Option 1

Excess Medical Expense Benefits:	
Benefit Percentage	100%
Deductible Establishment Period	24 Months
Covered Accident Deductible	\$25,000
Maximum Benefit Period	10 Years
Maximum Benefit Amount	\$10,000,000
The following services/treatment are scheduled benefits and subject to the maximum medical benefit amount.	
Hospital Confinement	Mental or Nervous Disorders Care
Spinal Treatment	Extended Care Facility
Physical Therapy	Home Health Care*
Prosthetic Devices	Custodial Care*
ADDITIONAL FEATURES:	
Heart or Circulatory Malfunction	\$10,000 Benefit if loss within 90 days of covered accident
Loss of Life Benefit	\$10,000 Benefit if loss within 365 days of covered accident
Accidental Death and Dismemberment Benefit	\$10,000 Benefit if loss within 365 days of covered accident

*The coverage documents issued will reflect the selections made by your authorized representative.

This policy covers injuries as a result of a Felonious Assault, committed by someone other than the insured person.



2024-2025
TEXAS
CATASTROPHIC CASH
SCHEDULE OF BENEFITS

Coverage Underwritten by:
Mutual of Omaha Insurance Company; 3300 Mutual of Omaha Plaza; Omaha, NE 68175
\$1,559.00 Option 2

Excess Medical Expense Benefits:	
Benefit Percentage	100%
Deductible Establishment Period	24 Months
Covered Accident Deductible	\$25,000
Maximum Benefit Period	10 Years
Maximum Benefit Amount	\$10,000,000
The following services/treatment are scheduled benefits and subject to the maximum medical benefit amount.	
Hospital Confinement	Mental or Nervous Disorders Care
Spinal Treatment	Extended Care Facility
Physical Therapy	Home Health Care*
Prosthetic Devices	Custodial Care*
ADDITIONAL FEATURES:	
Catastrophic Cash Benefit: One-Time Amount Payable	\$100,000
Heart or Circulatory Malfunction Loss of Life Benefit	\$10,000 Benefit if loss within 90 days of covered accident
Accidental Death and Dismemberment Benefit	\$10,000 Benefit if loss within 365 days of covered accident

*The coverage documents issued will reflect the selections made by your authorized representative.

This policy covers injuries as a result of a Felonious Assault, committed
by someone other than the insured person.



Grosbeck Independent School District

2024/2025 STUDENT ATHLETIC and ACCIDENT INSURANCE

Underwritten by Pan American Life Insurance Company, Inc.

Blanket Coverage: Premier Plus Plan Maximum Benefit-\$25,000 / No Deductible / \$10,000 AD&D	Premium:
K-12 All School Plan including UIL Sports/Activities	*\$12,000

* 2-year rate guarantee*

Catastrophic Coverage: Maximum Benefit - \$10,000,000 / \$25,000 Deductible (two-year incurral period) / \$20,000 AD&D / 10 Year Benefit Period	
Base Catastrophic	\$1,560
Base Catastrophic with \$500,000 Cash Benefit	\$2,268
Class II -- All enrolled Students of the School or School District, while participating in gym classes and extracurricular school activities, including intramural and interscholastic sports, such as football, band members, cheerleaders, majorettes, student coaches, student trainers and student managers. Coverage also includes supervised travel to and from such games and practice sessions.	

Voluntary Coverage	Standard Plan		Elite Plan	
	Grades K-6	Grades 7-12	Grades K-6	Grades 7-12
School Time (Excludes Athletics/UIL Activities in Grades 7-12)	\$35.00	\$35.00	\$50.00	\$50.00
24-Hour (Includes Athletics/UIL Activities, excluding High School Varsity Football)	\$75.00	\$125.00	\$100.00	\$150.00
Football Coverage (grades 9-12 participating in high school football)	\$275.00		N/A	



**2024-2025
TEXAS K-12 INSURANCE
PREMIER PLUS - MANDATORY
SCHEDULES OF BENEFITS**

Coverage is provided for loss due to a covered injury up to a maximum per injury benefit amount of \$25,000 (\$5,000 for Motor Vehicle Injuries). Treatment of covered injuries must begin within 60 days of the accident date. Only eligible expenses incurred within 52 weeks from the date of the accident are covered. The maximum benefit amount per service/treatment is as shown below. Benefits will be paid only for such expense which is not recoverable from any other insurance policy, service contract or workers' compensation. Coverage also includes \$10,000 Accidental Death & Specific Loss. **Includes Day Field Trips.**

INPATIENT:	
Room & Board	Semi-Private Room Rate
Intensive Care	1.5 times the Semi-Private Room Rate
Hospital Miscellaneous	Up to \$800 first day, \$300 per day thereafter to a maximum of \$5,000
Registered Nurse	100% of Allowable Expense
Physician's Nonsurgical Visits	Up to \$40 per visit
(Benefits are limited to one visit per day and do not apply when related to surgery)	
Orthopedic Braces and Appliances	Included in Hospital Miscellaneous Benefit
Family Travel (outside a 100 mile radius from home)	\$400 per day/5 days maximum (after 5 days confinement)
OUTPATIENT:	
Hospital Outpatient Surgery – Facility Charge	Up to \$2,000 per injury
Physician's Nonsurgical Visits	Up to \$40 per visit
(Benefits are limited to one visit per day and do not apply when related to surgery or physiotherapy)	
Physiotherapy	Up to \$25 per visit, up to \$250 per injury (Benefits are limited to one visit per day)
Emergency Room	Up to \$250 per injury
(Use of room and supplies; treatment must be rendered within 72 hours from time of injury)	
Physician Emergency Room	Up to \$100 per injury
X-Ray Services (includes \$25 for reading)	Up to \$250 per injury
Cat Scan/MRI Services (includes \$25 for reading)	Up to \$800 per injury
Laboratory	Up to \$50 per injury
Injections	Up to \$25 per injury
Prescription Drugs	100% of Allowable Expense
Orthopedic Braces and Appliances	Up to \$500 per injury (When prescribed by a physician for healing)
Durable Medical Equipment (Post Surgical Only)	Up to \$150 per injury
INPATIENT AND/OR OUTPATIENT:	
Surgeon's Fees	90% of Allowable Expense up to a \$4,500 maximum (Limited to the primary procedure per surgery)
Anesthetist/Assistant Surgeon	25% of surgeon's allowance
Ambulance	100% of Allowable Expense, first trip to the hospital
Treatment of Heat Exhaustion	100% of Allowable Expense
Dental	100% of Allowable Expense (Benefits are paid on sound natural teeth only)
Replacement of Eyeglasses, Contact Lenses & Hearing Aids	100% of Allowable Expense (When broken as a result of a covered injury)
Post Injury Concussion Management Testing	Up to \$60/test; not to exceed three tests
Concussion Benefit	\$100 in addition to other benefits
Trauma Counseling (At School Coverage Only)	\$500 maximum (5 visit limit)

Coverage Underwritten by: Mutual of Omaha Insurance Company; 3300 Mutual of Omaha Plaza; Omaha, NE 68175



STUDENT ACCIDENT INSURANCE

- School-Time Coverage
 - 24 Hour Coverage
 - Football Coverage
 - \$5,000 Dental
-

This is an affordable, full excess, accident only policy for students that will help offset the rising medical costs and deductibles required by insurance carriers under your current health plans.

Enclosed is a brief detail of the plans currently available and enrollment form. Online enrollment is available via our website at www.studentinsuranceplans.com and coverage can be verified by calling 469-579-4139. A detailed master policy is available at the school district.

Underwritten by:
Pan-American Life Insurance Company
601 Poydras Street
New Orleans, LA 70130

Marketed by:
Student Insurance Plans, LLC
PO Box 1447
Frisco, Texas 75034

ACCIDENT PLANS

Description of Plan Benefits	Standard Plan	Elite Plan
Death	\$10,000	\$25,000
Dismemberment	\$10,000	\$25,000
Paralysis	N/A	\$25,000
AME		
Benefit Maximum	\$25,000	\$5,000
Deductible (per accident)	\$0	\$100
<u>Inpatient</u>		
Hospital Miscellaneous/Room & Board:	100% up to \$2,500	100% up to Benefit Maximum
Physician's Visit	\$50 per visit	100% up to Benefit Maximum
<u>Outpatient</u>		
Day Surgery Misc: (<i>facility charge</i>)	100% up to \$2,000	100% up to Benefit Maximum
X-Rays, Diagnostic Testing:	100% up to \$300	100% up to Benefit Maximum
Physician's Visits:	\$50 per visit	100% up to Benefit Maximum
Physical Therapy:	\$50/visit to \$500	100% up to Benefit Maximum
Hospital Emergency Room:	100% up to \$300	100% up to Benefit Maximum
Emergency Room Physician:	\$75 per visit	100% up to Benefit Maximum
MRI/Cat Scan:	100% up to \$800	100% up to Benefit Maximum
Lab:	100% up to \$150	100% up to Benefit Maximum
Home Health Care:	\$50/visit to \$500	100% up to Benefit Maximum
<u>Inpatient and/or Outpatient</u>		
Surgeon's Fees:	100% up to \$2,000 (limited to the primary procedure per surgery)	100% up to Benefit Maximum
Anaesthetist:	25% of surgeon benefit	100% up to Benefit Maximum
Assistant Surgeon:	25% of surgeon benefit	100% up to Benefit Maximum
Ambulance:	100% up to \$600	100% up to Benefit Maximum
Orthopaedic Braces & Appliances:	100% up to \$500	100% up to Benefit Maximum
Eyeglasses, Contact Lens, Hearing Aids:	100% up to \$400	100% up to Benefit Maximum
Dental:	100% up to \$5,000	100% up to Benefit Maximum
Prescriptions	100% up to \$100	100% up to Benefit Maximum
Injections:	100% up to \$100	100% up to Benefit Maximum
Motor Vehicle Accident:	100% up to \$5,000	100% up to Benefit Maximum
Felonious Assault and Violent Crime Benefit	N/A	10% of Principal Sum (death, dismemberment, paralysis)
Heart or Circulatory Malfunction Benefit	N/A	\$5,000 (death, dismemberment, paralysis)
Rates		
<u>School Time Coverage</u>		
Grades K-6	\$35.00 per year	\$50.00 per year
Grades 7-12	\$35.00 per year	\$50.00 per year
<u>24 Hour Coverage</u> (includes Athletics, excluding High School Football)		
Grades K-6	\$75.00 per year	\$100.00 per year
Grades 7-12	\$125.00 per year	\$150.00 per year
<u>Football Coverage</u>		
(Grades 9-12 who practice or play High School Football)	\$275	N/A

ACCIDENT COVERAGES



Coverage is in force for the hours and days when school is in session and while attending school sponsored and supervised activities on or off the school premises. **This plan does not cover Athletics/UII activities in grades 7-12.**



Coverage is in force around the clock, 24 hours a day, including summer, weekends, and vacation periods. Protected at home or while away – any time, any place, anywhere. The UII/Sports Coverage protects students while at practice or participating in school sponsored and supervised UII Activities and Sports for grades 7-12. **High School Football is excluded.**



Coverage is in force while students participate in practice or play of school sponsored and supervised high school football activities, including travel to and from by in-school transportation. This coverage is for grades 9-12 who practice or play High School Football. **School time and 24 hour coverages purchased separately. Standard Plan option only.**

HOW TO ENROLL YOUR CHILD

- Select a Plan and Coverage Type from the options listed. Complete the application enclosed and make check payable to Student Insurance Plans. Please be sure to write the name of your child on your check.
- Enrollment is also available online at www.studentinsuranceplans.com
- Please keep a copy of the brochure and payment as your proof of insurance as you will not receive a policy or ID card. The master policy is issued to the District and can be obtained by contacting the District Administrator. Should you want an ID card for your child, you can print out an ID card on our website and fill in your child's information or contact us at 469-579-4139.

CLAIMS PROCEDURE

In case of accident, notify school immediately. Obtain a claim form from your school or at www.studentinsuranceplans.com and mail to the address indicated on the claim form. **Notice of claim must be filed within 90 days from date of accident.**

EXCLUSIONS AND LIMITATIONS

This Policy does not cover any loss as a result of:

1.) Suicide or attempted suicide; intentionally, self-inflicted Injury; 2.) War or any act of war, whether declared or not; active duty service in the; military; naval or air force of any country or international organization; active participation in a riot, or insurrection; 3.) Sickness, disease; bodily or mental infirmity; bacterial or viral infection; or medical or surgical treatment thereof, except for any bacterial infection resulting from any accidental external cut or wound; 4.) Commission of, or attempt to commit: a felony; an assault; or other illegal activity; being under the influence of drugs or intoxicants, unless taken under the advice of a Doctor; 5.) Flight in; boarding; or alight in from an aircraft or any craft designed to fly above the Earth's surface, except as: a fare-paying passenger on a regularly scheduled commercial or charter airline, a passenger in a non-scheduled, private aircraft used for pleasure purposes with no commercial intent during the flight; 6.) Travel in or on; entering into or alighting from; or being struck by any on/off road motorized vehicle not requiring licensing as a motor vehicle; an Accident if the Covered Person is the operator of a motor vehicle and does not possess a valid motor vehicle license; participation in any activity or hazard not specifically covered by the Policy; 7.) A cardiovascular malfunction or stroke caused solely and exclusively by exertion, as verified by a Doctor, while the Covered Person participates in a Covered Activity; aggravation of an Injury the Covered Person Suffered before participating in that Covered Activity, unless We receive a written medical release from the Covered Person's Doctor. 8.) Treatment by any Immediate Family Member or member of the Covered Person's household. 9.) Treatment of hernia; Osgood-Schlatter Disease; osteochondritis; appendicitis; osteomyelitis; cardiac disease or conditions; pathological fractures; congenital weakness; detached retina unless caused by an injury or mental disorder or psychological or psychiatric care or treatment; whether or not caused by a Covered Accident. 10.) Pregnancy; childbirth; miscarriage; abortion; or any complications of childbirth; miscarriage; abortion; 11.) Cosmetic surgery, except for reconstructive surgery needed as the result of an injury; Any elective treatment, surgery, health treatment or examination; treatment of Injuries that result over a period of time; routine care or physicals; rest cures or custodial care; 12.) Sexually transmitted diseases or immune deficiency disorders and related conditions; 13.) Covered medical expenses for which the Covered Person would not responsible for in the absence of the Policy; 14.) Damage to or loss of dentures or bridges; or damage to existing orthodontic equipment (except as specifically covered by the Policy).

ENROLLMENT APPLICATION

School District Name: _____ School Name: _____
 Student Last Name: _____ Student First Name: _____
 Address: _____ City: _____ State: _____ Zip: _____
 Student ID: _____ Date of Birth: _____ Grade: _____
 Parent Name: _____ Parent Email: _____

PLANS: (coverage dates are listed within the master policy and are based upon the school district's calendar)

SCHOOL TIME COVERAGE:

Grades K-6
 Grades 7-12

Standard Plan

\$35.00
 \$35.00

Elite Plan

\$50.00
 \$50.00

24 HOUR COVERAGE:

Grades K-6
 Grades 7-12

\$75.00
 \$125.00

\$100.00
 \$150.00

FOOTBALL COVERAGE:

(Grades 9-12 who practice
 or play High School Football)

\$275.00

N/A

AMOUNT ENCLOSED: _____ (make checks payable to Student Insurance Plans)

Online enrollment available via Visa or Mastercard at www.studentinsuranceplans.com

MAIL TO: Student Insurance Plans, PO BOX 1447, Frisco, Texas 75034

IMPORTANT NOTICE – THE POLICY DOES NOT PROVIDE COVERAGE FOR SICKNESS. This brochure has been designed to illustrate the highlights of this insurance and it does not include all coverage details. All information in this brochure is subject to the terms of the master policy on file at your school district. If there is any conflict between this brochure and the Policy, the Policy will prevail. Not available in all states.

**XI. PRESENTATION OF DISTRICT IMPROVEMENT PLAN AND
CAMPUS IMPROVEMENT PLANS**

Groesbeck Independent School District District Improvement Plan

2024-2025



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!

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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
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Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Currently the district serves approximately 1500 students in grade pre-kindergarten - 12. Our enrollment has declining for 5 years. 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 288 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
- Federal Report Card and accountability data
- 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
- 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
- ASPIRE
- Student failure and/or retention rates
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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.

Strategy 1 Details	Reviews		
Strategy 1: T-TESS goals for student growth aligned with STAAR percentages for both campus and district improvement plans.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide and implement a rigorous, viable curriculum at all grade levels	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implementation of intervention resources to target all students (ex: iReady).	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
Strategy 4: Monitor progress throughout the year by analyzing standards based data provided through assessments	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	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.	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Baseline: 2022 - 41%

2023 - 43%

2024 - 46%

2025** - 48%

2026* - 50%

2027* - 52%

*2019 STAAR State: 50%

**2019 STAAR Region 12: 45%


**2019 STAAR Region 10: 53%

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

Strategy 1 Details	Reviews		
Strategy 1: Create and promote profile of an educator	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
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, MTSS from counselors, etc.	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Develop and promote the profile of a learner	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	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

Strategy 1 Details	Reviews		
Strategy 1: Professional development aligned with teachers individual T-TESS professional growth goals.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement book studies at the staff and administrator level in order to better support students.	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.	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	Formative		Summative
	Nov	Dec	Apr

Strategy 5 Details	Reviews		
Strategy 5: PD calendar reflects district growth needs and planning with the exect team on the agenda for the PD days.	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Baseline: 2022 - 93.1%

2023 - 94.0%





2024 - 94.5%

2025 - 95.0%

2026 - 95.6%

2027 - 96.0%

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

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.	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.	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>			

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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

Strategy 1 Details	Reviews		
Strategy 1: Provide campus attendance reports weekly to track progress of Goal	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.	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Establish collaborative meetings with Assistant Principals and campus Principals.	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Establish positive relationship with Attendance Judge by providing clear and consistent documentation and communication from each campus.	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>			

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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

Strategy 1 Details	Reviews		
Strategy 1: Create a goal attainment bonus for campuses within district budget for when campuses exceed their attendance goal	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Require special meetings with campus leadership team when the campus is below the targeted individual campus goal	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Require all campuses to create and actively promote a campus and teacher PBIS attendance system(s, requiring the use of all tiers in the PBIS pyramid	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.	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 physical health of Staff and Students

Strategy 1 Details	Reviews		
Strategy 1: Increase participation of Staff Flu Clinic days	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Establish district-wide cleaning and sanitizing system during flu and covid peaks.	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Purchase better filter systems (medical grade) in multiple phases, starting with high needs areas first.	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: Set and approve district budget in August and maintain a positive expenditure over revenue balance sheet

Strategy 1 Details	Reviews		
Strategy 1: Bi-Monthly meetings with Business Mgr to review cash flow and make budget reduction measures in necessary	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: Conduct Energy Savings cost analysis and implement energy savings techniques in order to reduce district utility costs by 25%-35%

Strategy 1 Details	Reviews		
Strategy 1: Only use projectors for instructional and turn off projectors when not in instructional use	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Training for administrators on scheduling of Ideal Impact calendars.	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 3: Adjust campus budgets (staffing or supplies) when reviewing Expenditures vs Revenues

Strategy 1 Details	Reviews		
Strategy 1: Reduce dept/campus budgets (staffing or supplies) when ADA projections are not met	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Increase Dept/Campus budgets (staffing or supplies) when ADA projections are met	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Budget revenues lower than CAD values	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 4: Consider Bond Election May 2026

Strategy 1 Details	Reviews		
Strategy 1: Work with Bond expert to set up Building/Facility Planning Committee	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Prioritize building/facilities needs during committee meetings	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: Address and Communicate that dating violence will not be tolerated in any form, including: physical emotional, and/or sexual.

Strategy 1 Details	Reviews		
Strategy 1: All parents and students should be able to use the anonymous alerts system on our website/phone app.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
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.	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		
Strategy 1: Campuses will provide educational materials that address Risk Factors for Teen Dating Violence Victimization and Risk Factors for Teen Dating Violence Perpetration	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
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.	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Engage community and enhance public safety with tip411: https://home.tip411.com/	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 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.	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	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
Strategy 4: Increase parent/community participation of the Parent University program. Minimum of 6 sessions. 1 on Mental Health. Staff Responsible for Monitoring: Supt, Counselors	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 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: Continue to refine DAEP uniform procedure guide	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Review and update online resources for DAEP students	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
Strategy 3: Train new DAEP staff on Crane-Reynolds System for managing DAEP program	Formative		Summative
	Nov	Dec	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Groesbeck Independent School District

H.O. Whitehurst Elementary

2024-2025 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!

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Goals

Goal 1: 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%- GOAL 28%- ACTUAL (25% Math 31% Reading)

2025- 44%

2026- 48%

2027- 52%

Performance Objective 1: 3rd Grade- Self contained classroom

Goal 1: 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%- GOAL 28%- ACTUAL (25% Math 31% Reading)

2025- 44%

2026- 48%

2027- 52%

Performance Objective 2: Math: 1st-3rd Grade will utilize Lonestar Learning TEKS spiral review used daily

High Priority

Evaluation Data Sources: Lonestar Learning usage reports

Goal 1: 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%- GOAL 28%- ACTUAL (25% Math 31% Reading)

2025- 44%

2026- 48%

2027- 52%

Performance Objective 3: Reading: 2nd-3rd Grade will implement a new curriculum Amplify

High Priority

Evaluation Data Sources: Assessments taken in eduphoria.

Assessment tracker completed to view overall ability of student.

Data meetings and RTI meetings to discuss growth.

Goal 1: 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%- GOAL 28%- ACTUAL (25% Math 31% Reading)

2025- 44%

2026- 48%

2027- 52%

Performance Objective 4: 1st- 3rd Grade WIN time revamp: Students placed with specific teachers based on needs, lesson plans

Evaluation Data Sources: Lesson plans, Progress Monitoring, iReady usage.

Goal 1: 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%- GOAL 28%- ACTUAL (25% Math 31% Reading)

2025- 44%

2026- 48%

2027- 52%

Performance Objective 5: 2nd- 3rd Grade Weekly WIN time focused on writing.

Evaluation Data Sources: Lesson plans, walkthroughs, BOY-EOY writing samples

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: Attendance rules distributed at new student enrollment and clearly communicated during PK/K roundup

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: Weekly reminders sent out on Sundays through Thrillshare about the importance of attending school.

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: Students who have historical absenteeism have had a parent conference and/or been put on an attendance plan.

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: Increase Attendance at HOW

Strategy 1 Details	Reviews		
Strategy 1: Daily attendance phone calls	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Attendance plans/agreements with parents and students who struggled in the past to maintain good attendance	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: Decrease energy cost at HOW

Strategy 1 Details	Reviews		
Strategy 1: Reminders to turn out lights when leaving the room posted by the doors.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Schedule A/C to only run when building is occupied.	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: Monthly SEL classes for all students using the 'Choose Love' curriculum- presented by Mr. Robertson. Each grade has approximately 30 lessons fully scaffolded year-to-year. Equal parts Courage, Gratitude, Forgiveness, and Compassion-in-Action

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

Performance Objective 2: Partnership with VOICE to do monthly assemblies for each grade level during P.E. using Curriculum-Based Support Groups (CBSG) students learn to manage difficult family situations, resist negative peer pressure, respect themselves and others, and set goals.

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

Performance Objective 3: RTI groups with identified students to address social, emotional and behavioral needs,

Groesbeck Independent School District
Enge-Washington Intermediate
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Every Kid a Winner!

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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 2024-2025 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: WIN (What I Need) will take place across all grade levels and has been built into 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 Instruction Plans for HB1416, 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 3 Details	Reviews		
<p>Strategy 3: 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 administrators.</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

Strategy 4 Details	Reviews		
<p>Strategy 4: Each grade level will hold a data PLC meeting at the end of the 6 weeks 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 the 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 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
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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.

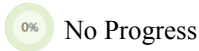
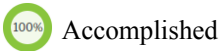
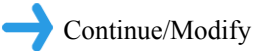

Performance Objective 2: : Targeted and specific professional development plan aligned to individual T-TESS/T-PESS goals

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, particulatly 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










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, Assistant Principal,</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 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

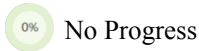
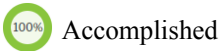
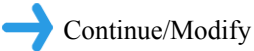

Goal 2: Enge-Washington will implement campus strategies to help the District's cumulative Percent in Attendance increase from 93.1% to 96.0% by 2027.

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





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: 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.</p> <p>Strategy's Expected Result/Impact: Increased ADA will increase revenue</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal - PBIS Supports</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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

Performance Objective 2: 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: Principal and staff on duty</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 3: Enge-Washington will implement strategies to help the District's cumulative fund balance will increase from 2 months to 3.3 months by 2027.

Performance Objective 3: Enge-Washington will support the District's adjustment to our campus budget (staffing or supplies).

High Priority

HB3 Goal

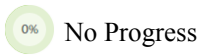
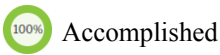
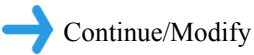

Strategy 1 Details	Reviews		
<p>Strategy 1: Enge-Washington will allocate funds based on campus needs and will maintain accurate records of expenditures</p> <p>Strategy's Expected Result/Impact: Office staff will be trained to assist the Principal with purchase orders. The Principal will approve all 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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
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<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: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr








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 campus that promotes strategies for behavior prevention along with positive behavior interventions 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. Students will have the opportunity to earn "Goat Bucks" in monetary increments of \$1, \$2 & \$5 for acts of positive behaviors and kindness. Any staff member or teacher can give out "Goat Bucks". Students will have the opportunity to "buy" items in The Prize Barn once a week during lunches, or they can save them for bigger prizes. 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: 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Groesbeck Independent School District
Groesbeck Middle School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Every Kid a Winner!

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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 2024 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 2024-2025</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 2024 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 2024 in-service using a group activity and district team shirts. -Feature a profile highlight in weekly updates. -Award a recognition or reward to the Teacher of the Month. Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Promote all extracurricular and co-curricular programs, ensuring they cater to the diverse interests of all students. Strategy's Expected Result/Impact: -Conduct student surveys to gauge interest and participation preferences. -Host celebrations to recognize accomplishments in both academics and extracurricular activities. Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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


Baseline: 2022 - 37%
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 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. Strategy's Expected Result/Impact: -Submit goals by September 9, 2024. -Upload professional development certificates into STRIVE. -Incorporate the professional growth goal into lesson planning and teaching. -Conduct an administrative mid-year progress review. 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. 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 2025 professional development plan centered around the chosen book study. 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. Strategy's Expected Result/Impact: -Initiate onboarding sessions for new staff. -Ensure transparent communication regarding assistance resources. -Glean maximum benefit from programs like Frontline and Eduphoria. -Utilize Google Classroom for technology-oriented instruction. Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Sponsors, Coaches, Counselor</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 4: Provide additional support for subject areas that have shown need for further intervention.


High Priority

Evaluation Data Sources: STAAR Scores, Unit Assessments

Strategy 1 Details	Reviews		
<p>Strategy 1: 8th Grade U.S. History will have access to a broader range of curricular materials published by Lead4ward. Strategy's Expected Result/Impact: Course content will be better aligned with the TEKS and improve Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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: Improved mentorship opportunities will be provided for teachers with less experience in a given content area. Strategy's Expected Result/Impact: Newer teachers will have better access to collaborate with experienced peers. Staff Responsible for Monitoring: Principal, Curriculum Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</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%
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 2024* - 43.0%
 2025 - 45.0%
 2026* - 48.0%
 2027* -50.0%

Performance Objective 5: Provide additional time during the day to address gaps in learning.

High Priority

Evaluation Data Sources: STAAR Scores, iReady, Teacher input

Strategy 1 Details	Reviews		
<p>Strategy 1: We will incorporate an advisory period into the bell schedule. This will allow students to work towards closing gaps in learning using both instructional personnel and programs like iReady.</p> <p>Strategy's Expected Result/Impact: Students who have performed below grade level can progress towards proficiency.</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</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 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. Strategy's Expected Result/Impact: -Establish fund-raising revenue streams to pay for incentives -Recognize students with exemplar attendance though 9-weeks attendance awards 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. Strategy's Expected Result/Impact: -Provide students with data to help track their own attendance rate 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: Effectively use Communities in Schools as a resource for driving student desire to attend school. Strategy's Expected Result/Impact: -Provide meaningful rewards for students to encourage buy-in -Build rapport with students who struggle with attendance Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%





2025 - 95.0%

2026 - 95.6%

2027 - 96.0%





Performance Objective 2: Provide additional 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. 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. 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. 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. 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;"> <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 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: GMS will implement safeguard measures 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
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: GMS will implement safeguard measures 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
			

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

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Educational materials will be distributed, highlighting both risk factors for teen dating violence victimization and those for perpetration.</p> <p>Strategy's Expected Result/Impact: Studies indicate that teen dating violence becomes more frequent and severe with age. Various risk factors heighten the chances of a teen becoming a dating violence perpetrator. Several of these factors, like limited relationship experience, susceptibility to peer influence, and basic communication skills, are typical developmental stages in youth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Schools will collaborate with programs that address dating violence. Notable Teen Dating Violence Prevention Programs include: The Safe Dates Project, Break the Cycle's Ending Violence Curriculum, The 4th R, The Youth Relationships Project, and Shifting Boundaries.</p>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Groesbeck Independent School District
Groesbeck High School
2024-2025 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

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Goal 2: Attendance: Groesbeck High School's cumulative percent in Attendance will increase from 94.0% to 96.6% by 2028. Baseline: 2022 - 94% 2024 - 94.2% 2025 - 95.0% 2026 - 95.6% 2027 - 96.0% 2028-96.6%	21
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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 501 students with 124 ninth graders, 144 tenth graders, 130 eleventh graders, and 102 twelfth graders. The average attendance rate is approximately 93.36%.

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 a Communities in Schools (CIS) Coordinator on our campus.

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
- 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Academic performance: Groesbeck High School's cumulative "meets" grade level score on the STAAR End Of Course (EOC) exams (English 1, English 2, Biology, Algebra 1, and US History) will increase from 47% to 63.6% by 2028.

Baseline: 2022 - 47%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%





2027 - 63.4%

2028 - 63.6%

Performance Objective 1: The effective implementation of campus wide student academic support

Evaluation Data Sources: Data from Varsity Tutor and campus walk throughs

Strategy 1 Details	Reviews		
<p>Strategy 1: The implementation of Varsity Tutor.</p> <p>Strategy's Expected Result/Impact: Varsity Tutors is a live learning platform that connects students with tutors for a variety of subjects and learning formats:</p> <ol style="list-style-type: none"> Tutoring Varsity Tutors offers one-on-one tutoring, small group classes, and large format group classes. Test preparation Varsity Tutors offers test preparation services. To include ACT, SAT, and EOCs. Learning resources Varsity Tutors offers a suite of learning resources for school districts to make available to all students. Subjects Varsity Tutors offers tutoring in over 3,000 subjects, including early literacy, English language arts, math, reading, science, and social studies. Varsity Tutors' mission is to make high-quality tutoring more accessible and to transform the way people learn. <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>ESF Levers: 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: Change in master schedule to include an "Enrichment Period."</p> <p>Strategy's Expected Result/Impact: This will allow a 23 minute period focused on the needs of the students in classes where they are struggling. This is scheduled by teachers.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: 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: The effective use of peer to peer tutoring.</p> <p>Strategy's Expected Result/Impact: Tutor can serve as a role model as their is a personal connection between the tutor and the student. This can motivate both the tutor and the student to be successful in academic process. It is also shown to help reduce test anxiety. Peer tutoring creates a supportive and empathetic learning atmosphere, encouraging collaboration and understanding. Tutors develop empathy as they understand and address the learning challenges of their peers. Both tutors and tutees learn to be accountable for their learning and teaching processes.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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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 63.6% by 2028.

Baseline: 2022 - 47%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%

2028 - 63.6%

Performance Objective 2: English II EOC scores will meet or acceded state levels of 76% Approaches, 60% Meets, and 7% Masters.

High Priority

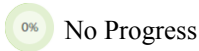
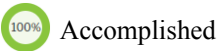
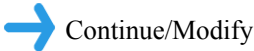

HB3 Goal

Evaluation Data Sources: TEA Data, ESC data, and campus results, Lesson Plans

Strategy 1 Details	Reviews		
<p>Strategy 1: Ask why and prove it, the teacher will ask students to continue to prove their answers.</p> <p>Strategy's Expected Result/Impact: This will help the student develop knowledge on contextual evidence. The student will have to be able to defend their answers based on information given from the text.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 2 Details	Reviews		
<p>Strategy 2: Teacher will use Summary Salad from Lead4ward play list</p> <p>Strategy's Expected Result/Impact: Promotes access to text by partnering with a supportive peer and providing auditory, summarized, or electronic text in manageable chunks. Promotes access to text by providing visually supported text, partnering with a supportive peer for read-alouds, and/or allowing text-to-speech support. Provides response support by providing 2 important facts from the 6 cards to get started, allowing students to dictate responses to a scribe, and/or using speech-to-text or word prediction support to record responses.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Teacher will use Pair-share</p> <p>Strategy's Expected Result/Impact: Promotes access by pairing with a supportive peer and/or allowing peer to read aloud any text. Provides response support by allowing the use of thinking stems to frame a response and/or using speech-to-text or word prediction support.</p> <p>Staff Responsible for Monitoring: Assistant Principal. Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 4 Details	Reviews		
<p>Strategy 4: Teacher will use a variety of strategies from Lead4ward Vocabulary playlist to help improve vocabulary, to include Vocabulary Dominoes, Frayer model, Vocabulary Wall, and Rock and Roll Vocabulary.</p> <p>Strategy's Expected Result/Impact: Promotes access by providing descriptions of words/visuals or allowing students to use notes/journals. Promotes access by pairing with supportive peers and/or allowing students to preview the vocabulary before the activity. The Frayer Model encourages active learning, which helps students retain information and understand it deeply .Promotes access by previewing words or providing word descriptions. Promotes access by pairing with a supportive peer or providing visual support for the words. Provides response support by offering thinking stems to frame responses.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr

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 63.6% by 2028.

Baseline: 2022 - 47%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%

2028 - 63.6%

Performance Objective 3: Algebra I EOC scores will meet or acceded state levels of 79% Approaches, 42% Meets, and 21% Masters.

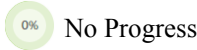
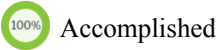
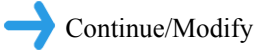
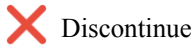
High Priority

HB3 Goal

Evaluation Data Sources: TEA Data, ESC data, and campus results, Lesson Plans

Strategy 1 Details	Reviews		
<p>Strategy 1: Teacher will stay within her year-at-a-glance, and working on pacing. Strategy's Expected Result/Impact: This will allow the students to remain on the right pace to complete all TEKs before EOC. Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: The use of IXL Strategy's Expected Result/Impact: IXL will help students be able to work from where they are to grade level. The program is designed to move students up in difficulty in curriculum until the student is at grade level. Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: 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: Varsity Tutor</p> <p>Strategy's Expected Result/Impact: Varsity Tutors is a live learning platform that connects students with tutors for a variety of subjects and learning formats:</p> <ol style="list-style-type: none"> 1. Tutoring Varsity Tutors offers one-on-one tutoring, small group classes, and large format group classes. 2. Test preparation Varsity Tutors offers test preparation services. To include ACT, SAT, and EOCs. 3. Learning resources Varsity Tutors offers a suite of learning resources for school districts to make available to all students. 4. Subjects Varsity Tutors offers tutoring in over 3,000 subjects, including early literacy, English language arts, math, reading, science, and social studies. Varsity Tutors' mission is to make high-quality tutoring more accessible and to transform the way people learn. <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr

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 63.6% by 2028.

Baseline: 2022 - 47%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%

2028 - 63.6%

Performance Objective 4: U.S. History EOC scores will meet or acceded state levels of 96% Approaches, 70% Meets, and 35% Masters.

High Priority





HB3 Goal

Evaluation Data Sources: TEA Data, ESC data, and campus results, Lesson Plans

Strategy 1 Details	Reviews		
<p>Strategy 1: Teacher will write the learning objectives for the students on the board in student terms.</p> <p>Strategy's Expected Result/Impact: This will clearly outline the learning objectives for a lesson, providing students with a focused understanding of what they are expected to achieve and retain, which can enhance engagement and guide their learning process throughout the class.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 2 Details	Reviews		
<p>Strategy 2: Teacher will develop an essential question for each unit</p> <p>Strategy's Expected Result/Impact: Developing an essential question on the board is important because it clearly establishes the central focus of a lesson or unit, prompting students to think critically, engage deeply with the material, and connect concepts to a larger understanding rather than just memorizing facts; essentially, it guides the learning process by providing a guiding question that encourages deeper analysis and discussion throughout the lesson. The essential questions require students to analyze, evaluate, and synthesize information to form their own opinions and interpretations. By having the essential question visible, students can see the overarching goal of the lesson and understand how new information relates to the bigger picture.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: The teacher will used the Kagan strategy "Timed Pair Share"</p> <p>Strategy's Expected Result/Impact: Student develop their self-knowledge; as they use Talking Chips they work on impulse control; as students play Showdown or any of the structures high in individual accountability they develop self-motivation; as they play Paraphrase Passport they develop empathy; as they engage in the range of structures they hone their relationship skills.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Students will conduct Project Based Learning (PBL)through out the year.</p> <p>Strategy's Expected Result/Impact: Project-based learning (PBL) significantly improves students' learning outcomes, positively contributing to academic achievement, affective attitudes, and thinking skills. PBL fosters a deep understanding of the subject matter, enhances student engagement, and develops critical thinking and problem-solving skills. Students are more likely to retain knowledge gained through PBL far more readily than through traditional textbook-centered learning.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: 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: Teacher will demonstrate different types testing strategies that are used on the History EOC.</p> <p>Strategy's Expected Result/Impact: Teaching test-taking strategies can significantly improve students' performance on End-of-Course (EOC) assessments. Effective test-taking strategies can lead to better time management, efficient use of effort, and improved handling of test conditions, directly impacting test scores. End-of-course tests designed with college and career readiness in mind benefit from students being well-prepared through strategic test-taking instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 63.6% by 2028.

Baseline: 2022 - 47%

2024 - 62.7%

2025 - 63.0%

2026 - 63.2%

2027 - 63.4%

2028 - 63.6%





Performance Objective 5: Biology EOC scores will meet or exceeded state levels of 91% Approaches, 56% Meets, and 16% Masters.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Data, ESC data, and campus results, Lesson Plans

Strategy 1 Details	Reviews		
<p>Strategy 1: Framing the Lesson Strategy's Expected Result/Impact: Students will be given the daily learning objectives.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Working the Power Zone Strategy's Expected Result/Impact: teaching or monitoring in close proximity to students. When a teacher engages in this practice, every other instructional practice is enhanced and made more powerful. Students will remain on-task behaviors increase, discipline issues decrease help with student retention of content improves. Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 3 Details	Reviews		
<p>Strategy 3: Frequent, Small Group, Purposeful Talk (FSGPT)</p> <p>Strategy's Expected Result/Impact: FSGPT can help match students' attention spans and improve instruction. Students can retain smaller chunks of information more effectively. Students can discuss content in a more risk-free setting. Students can learn to translate between adult and student language. Students can receive immediate feedback. Students can be held accountable through strategies like assigning roles, making group decisions, and sharing out.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Critical Writing</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 5 Details	Reviews		
<p>Strategy 5: Teacher will use a variety of Lead4ward strategies in the evidence of learning, i.e. Thought Bubble, Exit Tickets, and Insta-GRAPHIC</p> <p>Strategy's Expected Result/Impact: Promote access by having students participate in Ball Toss Boogie as a preview activity to brainstorm/collaborate on ideas that could be used in the Thought Bubbles activity. Promote access by allowing the use of notes, journals, or visual supports and partnering with a supportive peer/adult. Provide response support by allowing students to dictate responses to a peer. Model a think-aloud example using a well-known concept. Allow students to work in pairs to complete an Insta-GRAPHIC collaboratively before asking them to complete one independently. Role-play the movement part of the activity where students trade 5 times.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p>	Formative		Summative
	Nov	Dec	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Attendance: Groesbeck High School's cumulative percent in Attendance will increase from 94.0% to 96.6% by 2028.

Baseline: 2022 - 94%

2024 - 94.2%

2025 - 95.0%

2026 - 95.6%

2027 - 96.0%

2028-96.6%





Performance Objective 1: Continue to revamp and develop a 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: Assistant Principal, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Update the 5 year attendance goal for the high school based on the district attendance goal. Strategy's Expected Result/Impact: Improved attendance and morale. Staff Responsible for Monitoring: Attendance Clerk, Campus Principal and Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Dec	Apr

Strategy 3 Details	Reviews		
<p>Strategy 3: GHS will partner with parents, the community and other stakeholders for GHS students through involvement and participation in school planning, activities and campus events.</p> <p>Strategy's Expected Result/Impact: Committees and activities will be documented through agendas, sign-in sheets, and campus calendars.</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Publish newsletters which promotes and explains attendance accountability, going over attendance policy, and setting clear and consistent expectations.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: 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 2: Attendance: Groesbeck High School's cumulative percent in Attendance will increase from 94.0% to 96.6% by 2028.

Baseline: 2022 - 94%

2024 - 94.2%





2025 - 95.0%

2026 - 95.6%

2027 - 96.0%

2028-96.6%

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

Strategy 1 Details	Reviews		
Strategy 1: Review and disaggregate campus attendance reports weekly to track progress of Goal to staff. Place the percentages for the week where students can see the prior weeks attendance percentages.	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Effectively use a weekly meeting "Office Huddle" to discuss the attendance issues facing the campus. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Attendance Clerk, 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>			

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Baseline: 2022 - 94%

2024 - 94.2%





2025 - 95.0%

2026 - 95.6%

2027 - 96.0%

2028-96.6%





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

Strategy 1 Details	Reviews		
<p>Strategy 1: Working with student organization to create a goal attainment reward for classes within campus budget when they 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: Assistant Principal, Principal, Attendance Clerk, Counselors</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Create an Staff incentive for reaching the staff attendance goal per six weeks</p> <p>Strategy's Expected Result/Impact: To help increase staff attendance</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Require special documented contact with absentees and their parents and families; offer incentives work on truancy prevention plans and incentives.</p> <p>Strategy's Expected Result/Impact: Communication with parent and working with students on an attendance contract puts the ownership of being at school on the parent and student, allowing the family to own the child's education. Improved attendance rates; better academic outcomes for students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk</p>	Formative		Summative
	Nov	Dec	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Utilize new budget sheet to allocate and justify expenditures.

Evaluation Data Sources: Use of budget sheet


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, Department Head Teachers	Formative		Summative
	Nov	Dec	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			


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: 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>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: Assistant Principal, Principal</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Teacher will be trained in Mental Health First Aid</p> <p>Strategy's Expected Result/Impact: This will allow teacher to be more aware of issues facing our students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</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> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 4 Details	Reviews		
<p>Strategy 4: Counselors will develop a campus wide MTSS for mental health</p> <p>Strategy's Expected Result/Impact: Completion of Campus wide MTSS</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal</p>	Formative		Summative
	Nov	Dec	Apr

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





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: Groesbeck High School will ensure that students have age-appropriate educational materials on the dangers of dating violence and resources for students seeking help Staff Responsible for Monitoring: Assistant Principal, Principal, Counselor</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: 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. Strategy's Expected Result/Impact: Reduce occurrences of dating violence Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal</p>	Formative		Summative
	Nov	Dec	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: GHS staff continue to use 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). Strategy's Expected Result/Impact: Reduce the incidents of bullying and cyber bullying. Resources will be easily accessible. 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 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 will promote attendance for character development sessions from the Counselor, including those listed on Parent University sessions.	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
<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>			

**XII. CONSIDER AND APPROVE THE DISTRICT IMPROVEMENT
PLAN AND THE CAMPUS IMPROVEMENT PLANS**

XIII. DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS

A. Minutes of Previous Board Meeting

Regular Board Meeting
MINUTES
08/26/2024
6:00 p.m.

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

Others: Anthony Figueroa, Teresa Battrick, Melissa Smith, Cindy Ensminger, Deana Rand, Jason Adams, Cody Harvey, Evan Ditmore, Jackie Ancelet, Holly Black, Keith Parker, Lyric Hargrove, Blake Collier, Alex Montoya, Amy Collier, Keith Collier, Kristen Curry, Lora Sims.

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

Jim Longbotham led the convocation.

Pledges to the Flags were recited.

Stephen Bradley read the mission statement.

There were no public comments.

Student Recognition: Lyric Hargrove and Blake Collier described their experiences at the American Legion Boys State.

Education Service Center 12 Representatives Cody Harvey and Jason Adams presented background information on tax rates and property taxes. The main piece that goes into trying to calculate revenues is what Limestone CAD says. The value of land and houses was about 1.4 to 1.5 billion last year. Discussed tax collections and a portion of the funding from the state. It doesn't look great going into this coming year. Last August, the projected types of revenues and predicted state revenues. Limestone CAD submits taxable values to the State Comptroller's Office. The State Comptroller's Office says what they think it should be essentially. Limestone CAD submitted 1.4 to 1.5 billion. The state said, no, actually about 1.7 billion. This left about a 250 million dollar gap. The school district was assigned the State value of 1.7 million dollars. The 250 million dollar gap is a loss of revenue to the District. This is between the CAD and the Comptroller's Office. Last year, it was about a two million dollar hit for the budget based on projections, and this coming year, it looks the same. Limestone CAD said your values were about 1.6 billion dollars. We won't know officially from the state until January, but TEA's projection is about 1.85 billion. So, again about 250 million dollars off. Early projections show it doesn't look like the gap has been made up enough. It's unfortunate for the school district because there is such a large gap between the State and the local CAD. Don't know if the State will come down on their number or Limestone CAD has to come up. This means that taxpayers will have to pay more. The VATER that passed last November helped offset some of the loss. Although this happens all over the State,

it's uncommon because most Districts are in line. CADs can directly impact if they aren't in line with where the state says they should be. The District has gone through a protest with the State, but it was only a little successful. Discussed values and houses not selling for what they say they are worth, Legislative Session, and maybe something will happen for school districts.

Anthony Figueroa presented the budget for the 2024-2025 school year. Reviewed Average Daily Attendance (ADA), Weighted Average Daily Attendance (WADA), Property Value History Comparison, Tax Rate History Comparison, Revenue Components, General Fund (199), Food Service (240), and Debt Services (511). There are three drivers ADA, Property Values, and Tax Effort. Discussed Refined ADA, property value comparison, Bond Series 2009 and 2018. I&S tax Rate, 511 Debt Revenue, 240 Food Services, 199 M&O Revenue and Expenditures. Discussed major line items included health benefits for an increase from \$325 to \$375 GISD contribution to employee health care, \$250 to employees for professional development, in transportation \$36,000 for crossover vehicle and \$40,000 for white fleet, \$45,000 in extracurricular for sound system for theatre, HS gym and MS gym, and facilities. Jackie Ancelet presented facilities. Middle school HVAC that lightning struck; grinder pump for the tennis courts, lift station, the athletic 202 model boiler system has gone down, overhead door/fire door is the original door, and insulation for middle school ceiling. Reviewed the fund balance C-1 and C-3 statements. The district had 2.47 months of operating in 2022; in August 2023, it was 3.33. We would have had over 4 months of fund balance if not for SHARS and CAD. SHARS was minus \$400,000; CAD minus \$1.3 million in 2023-24 and \$700,000 in 2024-25; solar farm is a plus \$1.6 million in January 2027. Review investment pool accounts and annual review.

The public hearing to discuss the budget and proposed tax rate for 2024-25 was opened at 6:57 p.m. There were no comments or discussions from the public. The Public Hearing was closed at 6:57 p.m.

Motion by Jim Longbotham, seconded by Stephen Bradley to move that the board approve the resolution and order adopting the budget for the 2024-2025 school year as presented. The motion carried.

Motion by Jason Milstead, second by Angela Crane to move that the property tax rate be increased by the adoption of tax rate of M&O tax rate of \$0.73270 and an I&S tax rate of \$0.20750, equaling a total tax rate of \$0.94020, which is effectively a 10% percent decrease in the tax rate. Motion passed unanimously.

Motion by Jason Milstead, second by Jason Milstead to approve for the 2024-2025 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit

or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).
Motion carried unanimously.

Discussed Groesbeck Middle School HVAC bid. This will come out of the 2024-25 budget. Motion by Stephen Bradley, second by Sindra McLean to approve bid as presented. Motion carried unanimously.

Keith Parker presented the high school graduation ceremony date. They considered Thursday, Friday, or Saturday. They also spoke with parents, staff, and other principals and assistant principals in other districts and discussed the pros and cons of each day. The Groesbeck High School Graduation Ceremony will be on Friday, May 23, 2025.

Cindy Ensminger presented 2023-2024 STAAR and End-of-Course data. Ratings from last year still haven't been released, and we haven't received them this year. The presentation showed a comparison of Groesbeck ISD and the ESC, Region 12.

Motion by Stephen Bradley, second by Jim Longbotham to approve the second reading of (LOCAL) policies offered by TASB Policy Service for Update 123. Motion carried unanimously.

Motion by Stephen Bradley, second by Jason Milstead to approve board policy CDA(LOCAL) Other Revenues Investments as presented. Motion carried unanimously.

Motion by Jason Milstead, second by Sindra McLean to approve the resolution adopting the investment policy of GISD, as presented. Motion carried unanimously.

Motion by Jason Milstead, second by Stephen Bradley to approve consent agenda as presented. Motion carried unanimously.

Superintendent Comments: Discussed cafeteria participation, events calendar, and student enrollment.

Board President Comments: Next Board Meeting will be on September 16.

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

Adjourned: 7:33 p.m.

Aslone Foy, Board President

Bridgett Jackson-Tatum, Secretary

September 16, 2024
Date Approved

B. Amendment(s)

**GROESBECK INDEPENDENT SCHOOL DISTRICT
BUDGET CHANGE REQUEST**

DATE: SEPTEMBER 13, 2024

FUND	FUNC	CLASS/ OBJ	SUB OBJ	ORG	YR	PIC	LC	PROJ	DESCRIPTION	INCREASE DECREASE	NEW BUDGET AMOUNT
199-34-6639-00-999-5-99-000									WHITEFLEET	-19,000	
199-36-6429-00-999-5-91-000									STUDENT INSURANCE	+19,000	
<p>Comments:</p> <p>AMENDMENT TO PURCHASE STUDENT INSURANCE FOR FY2024</p> <p align="right"><i>Melinda Smith</i></p>											

C. Purchases for Maintenance/Facilities as Presented at August Budget
Presentation

D. Surplus

XIV. SUPERINTENDENT COMMENTS

Local District Tax Rate Comparison					
	M&O	I&S	Total	Debt	Total Taxable Values
Fairfield	\$0.73360	\$0.24166	\$0.97526	\$5,131,479	\$1,881,001,571
Teague	\$0.66920	\$0.03921	\$0.70841	\$2,020,000	\$926,596,405
Rice	\$0.75750	\$0.40980	\$1.16730	\$30,000,000	\$237,000,000
Buffalo	\$0.75750	\$0.34000	\$1.09750	\$9,250,069	\$930,754,459
Elkhart	\$0.75520	\$0.23590	\$0.99110	\$10,936,000	\$435,874,993
Mexia	\$0.74460	\$0.34510	\$1.08970	\$10,650,000	\$719,213,100
Groesbeck	\$0.73270	\$0.20750	\$0.94020	\$3,825,000	\$1,602,452,840
Westwood	\$0.75520	\$0.24640	\$1.00160	\$34,285,600	\$725,990,867

XV. BOARD PRESIDENT COMMENTS AND REPORTS

XVI. 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