

Public Notice of Regular Meeting

The Board of Trustees Groesbeck ISD

A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held Monday, November 18, 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. PRESENTATION ON SCHOOL FOOD AND NUTRITION SERVICES**
- IX. PRESENTATION AND CONSIDER ACTION ON THE 2023-2024 AUDIT REPORT BY PATILLO, BROWN & HILL LLP (See report in Extras)**



Board of Trustees of
Goesbeck Independent School District
Goesbeck, Texas

We have audited the financial statements of Goesbeck Independent School District as of and for the year ended August 31, 2024 and have issued our report thereon dated November 18, 2024. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated August 26, 2024, our responsibility, as described by professional standards, is to form and express opinions about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Goesbeck Independent School District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, and, as appropriate, our firm have complied with all relevant ethical requirements regarding independence.

As a part of the engagement we assisted in preparing the financial statements, schedule of expenditures of federal awards, and related notes to the financial statements of Goesbeck Independent School District in conformity with U.S. generally accepted accounting principles and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) based on information provided by management. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services were not conducted in accordance with *Government Auditing Standards*.

OFFICE LOCATIONS

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



In order to reduce threats to our independence caused by these nonattest services to an acceptable level, we applied certain safeguards. These safeguards include a concurring review, which is a review of the financial statements and key audit areas which is performed by an individual who has adequate experience in audits of local governments, but who was not involved in this audit engagement. The concurring reviewer serves as an evaluator of the performance of the engagement team and the nonattest services provided.

In addition, management assumed responsibility for the financial statements, schedule of expenditures of federal awards, related notes to the financial statements and any other nonaudit services we provided. Management acknowledged in the management representation letter our assistance with the preparation of the financial statements, schedule of expenditures of federal awards, and related notes to the financial statements and that these items were reviewed and approved prior to their issuance and accepted responsibility for them. Further, the nonaudit services were overseen by an individual within management that has the suitable skill, knowledge, or experience; evaluated the adequacy and results of the services; and accepted responsibility for them.

Significant Risks Identified

We have identified the following significant risks during our audit process, which required special audit consideration.

Significant Risk Identified	Reasoning for Special Audit Consideration
1. Management override of controls	Inherent fraud risk
2. Accuracy of foundation accrual	Determining accurate foundation revenue and receivable balances can be complex due to multiple factors being involved in TEA's foundation revenue calculation.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Groesbeck Independent School District is included in the notes to the financial statements. There have been no initial selection of accounting policies and no significant changes to accounting policies during the current year. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

Management's estimate of the useful lives of capital assets is based on the expected lifespan of the asset in accordance with standard guidelines. We evaluated the key factors and assumptions used to develop the estimate of useful lives in determining that it is reasonable in relation to the financial statements taken as a whole and in relation to the applicable opinion units.

Management's estimate of the allowance for uncollectible property taxes is based on historical collections of outstanding property taxes as of August 31, 2024. We evaluated the key factors and assumptions used to develop the allowance for uncollectible property taxes in determining that it is reasonable in relation to the financial statements taken as a whole and in relation to the applicable opinion units.

Management's estimate of the net pension and other postemployment benefit (OPEB) liabilities is based on actuarial assumptions which are determined by the demographics of the plan and future projections that the actuarial makes based on historical information of the plan and the investment market. We evaluated the key factors and assumptions used to develop the net pension and OPEB liabilities and determined that it is reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Groesbeck Independent School District's financial statements relate to the long-term liabilities. The disclosures in the financial statements are neutral, consistent, and clear.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. Management has corrected all identified misstatements.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. None of the misstatements identified by us as a result of our audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole or applicable opinion units.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Groesbeck Independent School District's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter dated November 18, 2024.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with Groesbeck Independent School District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Groesbeck Independent School District's auditors.

New Accounting Pronouncements

Significant new accounting standards issued by the Governmental Accounting Standards Board (GASB) not yet implemented by the entity include the following:

GASB Statement No. 101, *Compensated Absences* – The objective of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. This Statement will become effective for reporting periods beginning after December 15, 2024, and the impact has not yet been determined.

GASB Statement No. 102, *Certain Risk Disclosures* – The objective of this Statement is to provide users of government financial statements with information about risks related to a government's vulnerabilities due to certain concentrations or constraints that is essential to their analyses for making decisions or assessing accountability. This Statement will become effective for reporting periods beginning after June 15, 2024, and the impact has not yet been determined.

GASB Statement No. 103, *Financial Reporting Model Improvements* – The objective of this Statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. This Statement also addresses certain application issues. This Statement will become effective for reporting periods beginning after June 15, 2025, and the impact has not yet been determined.

GASB Statement No. 104, *Disclosure of Certain Capital Assets* – The objective of this Statement is to provide users of government financial statements with essential information about certain types of capital assets. This Statement requires certain types of capital assets to be presented separately in the note disclosures, including right-to-use assets related to leases, Subscription-Based Information Technology Arrangements, and public-private or public-public partnerships. Other intangible assets are also required to be presented separately by major class. Additional disclosures have also been required for capital assets held for sale. This Statement will become effective for reporting periods beginning after June 15, 2025, and the impact has not yet been determined.

Restriction on Use

This report is intended solely for the information and use of the Board of Trustees, and management of Groesbeck Independent School District and is not intended to be and should not be used by anyone other than these specified parties.

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

Waco, Texas
November 18, 2024

- X. **PRESENTATION AND CONSIDER ACTION ON VOLLEYBALL PLAYERS OUT-OF-STATE TRAVEL**
- XI. **PUBLIC HEARING, PRESENTATION AND CONSIDER ACTION ON THE FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)**

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) 2023-2024 RATINGS BASED ON SCHOOL YEAR 2022-2023 DATA - DISTRICT STATUS DETAIL

Name: GROESBECK ISD(147902)	Publication Level 1: 8/8/2024 6:33:40 PM
Status: Passed	Publication Level 2: 8/8/2024 6:33:40 PM
Rating: A = Superior Achievement	Last Updated: 8/20/2024 1:53:18 PM
District Score: 98	Passing Score: 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	4/19/2024 6:26:20 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	4/19/2024 6:26:19 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	4/19/2024 6:26:20 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the</u>	4/19/2024 6:26:20 PM	Yes Ceiling Passed

	<u>warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>		
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:26:20 PM	Ceiling Passed
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:26:20 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	4/19/2024 6:26:19 PM	8
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	4/19/2024 6:26:19 PM	10

9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	4/19/2024 6:26:20 PM	10
10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	4/19/2024 6:26:20 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	8/20/2024 1:53:17 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	8/20/2024 1:53:18 PM	10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	4/19/2024 6:26:20 PM	10
15	This indicator is not being evaluated.		5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:26:20 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17,</u>	4/19/2024 6:26:20 PM	Ceiling Passed

	<u>the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>		
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	4/19/2024 6:26:19 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	4/19/2024 6:26:20 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	4/19/2024 6:26:19 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	4/19/2024 6:26:20 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 Score

DETERMINATION OF RATING

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

C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

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

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

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

School FIRST Annual Financial Management Report

GROESBECK INDEPENDENT SCHOOL DISTRICT

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

Superintendent's Current Employment Contract

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

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period Ended June 30 or August 31, 2023

<u>Description of Reimbursements</u>	Superintendent James Cowley	Superintendent Anthony Figueroa	Board Member 1 Bridgett Tatum	Board Member 2 Angela Crane	Board Member 3 Tom Sutton	Board Member 4 Jud Hughes	Board Member 4 Jason Milstead	Board Member 5 Arlone Foy	Board Member At- Large Tiffany Burlison	Board Member At- Large Ronnie Ferguson	Board Member At- Large Stephen Bradley	Board Member At- Large Jim Longbotham
	2022	2023	22-23	22-23	2022	2022	2023	22-23	2022	2022	2023	2023
Meals	\$ -	\$ 221	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96
Lodging	\$ -	\$ 2,059	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 907
Transportation	\$ -	\$ 12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 350
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 2,588	\$ 6,856	\$ -	\$ -	\$ -	\$ -	\$ 55	\$ -	\$ -	\$ -	\$ 55	\$ 540
Total	\$2,588	\$9,148	\$0.00	\$0.00	\$0.00	\$0.00	\$55	\$0.00	\$0.00	\$0.00	\$ 55	\$1,893

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

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

For the Twelve-Month Period Ended June 30 or August 31, 2023

<u>Name(s) of Entity(ies)</u>	Amount Received
James Cowley	503.75

Total	\$503.75
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Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

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

For the Twelve-Month Period Ended June 30 or August 31, 2023

<u>Name(s) of Entity(ies)</u>	Amount Received
	NONE

Total	NONE
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Note – An executive officer is defined as the superintendent unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended June 30 or August 31, 2023

<u>Name(s) of Entity(ies)</u>	Amount Received
NAPA - Jason Milstead	10755.00

Total	\$10,755.00
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Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

- XII. **DISCUSSION OF REPORT ON INTRUDER DETECTION AUDIT FINDINGS**
- XIII. **PRESENTATION OF FIRST REVIEW OF CAMPUS IMPROVEMENT PLANS**

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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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%	12
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	16
Goal 4: GISD will implement safeguard measures for campuses and will promote strong moral standards for students.	18

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

Summative Evaluation: Met Objective

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 use Eureka Math as a resource and supplement as needed

High Priority

Evaluation Data Sources: Lonestar Learning usage reports

Data Meetings

Strategy 1 Details	Reviews		
<p>Strategy 1: 1st-3rd Grade will use daily spiral lesson starters from Lonestar Math to ensure concepts being reviewed every 10 days.</p> <p>Strategy's Expected Result/Impact: Additional TEKS practice will ensure that students have consistent rigorous exposure to all TEKS</p> <p>Staff Responsible for Monitoring: Teachers/Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Dec	Apr
			

Strategy 2 Details	Reviews		
<p>Strategy 2: Data meetings following module and unit assessments with 2nd/3rd Grade</p> <p>Strategy's Expected Result/Impact: Review data, identify low performing TEKS, plan for reteach</p> <p>Staff Responsible for Monitoring: Teachers/Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Dec	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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.

Strategy 1 Details	Reviews		
<p>Strategy 1: Region 12 observations and coaching for curriculum internalization and implementation</p> <p>Strategy's Expected Result/Impact: Strong understanding of curriculum</p> <p>Staff Responsible for Monitoring: Teachers/Admin</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Dec	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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.

Strategy 1 Details	Reviews		
<p>Strategy 1: WIN time committee will make key changes to how WIN time works and what students get small group instruction</p> <p>Strategy's Expected Result/Impact: Students will get more 1 one on one time in Tier I and Tier II</p> <p>Staff Responsible for Monitoring: Teachers/Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Scheduled RTI meetings to reassess student who need intervention.</p> <p>Strategy's Expected Result/Impact: Students will be identified and intervention will begin as soon as a concern presents itself</p> <p>Staff Responsible for Monitoring: Teacher/Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		Summative
	Nov	Dec	Apr
			

Strategy 3 Details	Reviews		
<p>Strategy 3: Students will use iReady to fill gaps in math and reading</p> <p>Strategy's Expected Result/Impact: Students will get individualized instruction based on their personal pathway established at BOY testing</p> <p>Staff Responsible for Monitoring: Admin/Teachers</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</p>	Formative		Summative
	Nov	Dec	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Strategy 1 Details	Reviews		
<p>Strategy 1: All students will receive explicit writing instruction during WIN time once a week to improve writing ability.</p> <p>Strategy's Expected Result/Impact: Students will be able to write complete sentences and improve performance on ECR by the time they get to 3rd grade.</p> <p>Staff Responsible for Monitoring: Teachers/Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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: 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: Stakeholders will understand the rules and regulations on attendance and will recognize the importance of being at school


High Priority

Evaluation Data Sources: Attendance reports- Ascender

Strategy 1 Details	Reviews		
<p>Strategy 1: Attendance rules distributed at new student enrollment and clearly communicated during PK/K roundup</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</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Weekly reminders sent out on Sundays through Thrillshare about the importance of attending school.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Students who have historical absenteeism have had a parent conference and/or been put on an attendance plan.</p>	Formative		Summative
	Nov	Dec	Apr
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%

2025 - 95.0%



2026 - 95.6%






2027 - 96.0%

Performance Objective 2: Increase celebrations for students who attend school regularly, increasing student awareness about coming to school.

High Priority

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews		
<p>Strategy 1: 6 weeks "perfect attendance" recognition Staff Responsible for Monitoring: Asst. Principal</p> <p>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
			
Strategy 2 Details	Reviews		
<p>Strategy 2: "AAA" PBIS points awarded each 6 weeks Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			

Strategy 3 Details	Reviews		
Strategy 3: Weekly grade level pop up parties for highest weekly attendance. ESF Levers: Lever 3: Positive School Culture	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: 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


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


Performance Objective 1: Develop a SEL program for all students to routinely participate in

High Priority

Strategy 1 Details	Reviews		
<p>Strategy 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</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 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.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
	N/A		
Strategy 3 Details	Reviews		
<p>Strategy 3: Principals 100 Club</p> <p>Strategy's Expected Result/Impact: Students will be awarded for outstanding behavior by any staff member and students will want to be caught being good</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 4 Details	Reviews		
<p>Strategy 4: School motto is stated each day on the morning announcements and taught explicitly</p> <p>Strategy's Expected Result/Impact: Respectful, Responsible, and Ready</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			

 No Progress








 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 2: RTI groups with identified students to address social, emotional and behavioral needs,

Strategy 1 Details	Reviews		
<p>Strategy 1: CIS will attend RTI staff meetings throughout the year to build groups of students based on emotional and behavioral needs.</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: Counselor will attend RTI staff meetings throughout the year to build groups of students based on emotional and behavioral needs.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Counselor will connect/ partner with TCHAT to refer students who have been identified</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: 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
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 meet the campus'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 3-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 2024-25 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 3-year plan.</p> <p>Baseline: 2022 - 40% Meets 2023 - 38.8% Meets 2024 - 41% Meets 2025 - 41% Meets 2026 - 46% Meets 2027 - 52% 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: Zearn will be utilized during ACE on 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Performance Objective 2: Create a 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
			






 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

High Priority

HB3 Goal


Strategy 1 Details	Reviews		
<p>Strategy 1: Attendance newsletters will be sent through Thrillshare, and we will make weekly phone calls to parents regarding absences as well as sending unexcused absence letters 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;">  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: 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 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 6 week attendance goals.</p> <p>Strategy's Expected Result/Impact: Through the use of incentives and student engagement, EWIS will maintain 95.8% attendance or higher</p> <p>Staff Responsible for Monitoring: Attendance Clerk, School Secretary, Assistance Principal, Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: 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 Parent/Teacher Organization (PTO), Meet the Teacher in August, Grandparents Day in September, Donuts for Grown Ups, Trunk or Treat & 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
	 <p>40%</p>		
<p>  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 1: Develop an SEL program for all students to routinely participate within.

Strategy 1 Details	Reviews		
<p>Strategy 1: Partnership with VOICE to do monthly assemblies for each grade level during specials using curriculum based support groups. Students will learn to manage difficult family situations, resist negative peer pressure, respect themselves and others, and set goals.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
	N/A		
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize Communities in School to provide student support services through SEL lunch groups and one on one support as needed for behavioral, academic and social emotional concerns.</p> <p>Strategy's Expected Result/Impact: To educate and equip students' coping skills to help them better adapt and respond to daily life conflicts and stressors. Additionally, improve academics and behaviors in the learning environment.</p> <p>Staff Responsible for Monitoring: Administrators, CIS, counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Dec	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: 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		
<p>Strategy 1: Enge-Washington promotes "See it, Say Something," which is an initiative in which students who see any type of negative behaviors to report what they see to an adult. Students are rewarded with "Goat Bucks" in which they can use at The Prize Barn.</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." Students will have the opportunity to "buy" items in 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>	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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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%	14
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Goal 4: GMS will implement safeguard measures and will promote strong moral standards for students.	22

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:</p> <ol style="list-style-type: none"> 1. Focused lesson plans to target state standards with all required components and weekly administrator checks 2. Use of TEKS Resource System YAG or adapted with administrator approval 3. Unit Assessments in Eduphoria at STAAR rigor level and documented in Growth Trackers 4. Bimonthly curriculum/Unit Assessment data meetings with administrator <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
	N/A		
Strategy 2 Details	Reviews		
<p>Strategy 2: Promote all extracurricular and co-curricular programs, ensuring they cater to the diverse interests of all students. Strategy's Expected Result/Impact: -Conduct student surveys to gauge interest and participation preferences. -Host celebrations to recognize accomplishments in both academics and extracurricular activities. Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <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: GMS' cumulative "meets" grade level score on the STAAR test will increase from 37% to 50% by 2027.

Baseline: 2022 - 37%

2023 - 39.73%



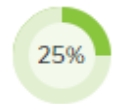
2024* - 43.0%

2025 - 45.0%


2026* - 48.0%


2027* -50.0%

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Create professional development to align with teachers' specific T-TESS growth objectives.</p> <p>Strategy's Expected Result/Impact: -Submit goals by September 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.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Sponsors, Coaches, Counselor</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Initiate a campus-wide book study to enhance student support.</p> <p>Strategy's Expected Result/Impact: -Align with campus-wide initiatives. -Form a committee to identify and choose a relevant educational book tailored to our campus needs. -Craft a summer 2025 professional development plan centered around the chosen book study.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Sponsors, Coaches, Counselor</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide comprehensive training to staff, enabling them to maximize the use of available technologies and resources.</p> <p>Strategy's Expected Result/Impact: -Initiate onboarding sessions for new staff. -Ensure transparent communication regarding assistance resources. -Glean maximum benefit from programs like Frontline and Eduphoria. -Utilize Google Classroom for technology-oriented instruction.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Sponsors, Coaches, Counselor</p>	Formative		Summative
	Nov	Dec	Apr
			

 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%
 2023 - 39.73%
 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
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%




2025 - 95.0%

2026 - 95.6%


2027 - 96.0%


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

Evaluation Data Sources: Average Daily Attendance reports, Student Enrollment

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop positive reinforcement for students who are in attendance greater than 97% of the time.</p> <p>Strategy's Expected Result/Impact: -Establish fund-raising revenue streams to pay for incentives -Recognize students with exemplar attendance though 9-weeks attendance awards</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase student awareness of their own attendance rate.</p> <p>Strategy's Expected Result/Impact: -Provide students with data to help track their own attendance rate</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Effectively use Communities in Schools as a resource for driving student desire to attend school.</p> <p>Strategy's Expected Result/Impact: -Provide meaningful rewards for students to encourage buy-in -Build rapport with students who struggle with attendance</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Baseline: 2022 - 93.1%

2023 - 94.0%

2024 - 94.5%







2025 - 95.0%

2026 - 95.6%

2027 - 96.0%

Performance Objective 2: 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.</p> <p>Strategy's Expected Result/Impact: -Develop meaningful attendance plans -Facilitate solutions to issues that prevent regular attendance -Increase parental awareness of their students' attendance rate and any associated concerns.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Campus Principal, Campus Asst. Principal, Curriculum Director</p>	Formative		Summative
	Nov	Dec	Apr
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Enforce consequences for habitual non-attendance.</p> <p>Strategy's Expected Result/Impact: -Increase parental awareness of compulsory attendance laws through regular contact -Refer instances of truancy to local courts in the event that truancy prevention plans are not effective.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Asst. Principal</p>	Formative		Summative
	Nov	Dec	Apr
			
<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: 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 3: Leverage relationships to intrinsically motivate students to be at school; involvement in athletics, UIL, StuCo, NJHS, CIS, or other organizations will be key to establishing mutual accountability through relationships.

High Priority

Evaluation Data Sources: Extracurricular activity participation.

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		
<p>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</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 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
			
<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 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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







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
			
<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 2: Formulate and disseminate guidelines to support student victims.

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

Goal 4: 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"> 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>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
	Nov	Dec	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Academic performance: Groesbeck High School's cumulative "meets" grade level score on the STAAR End Of Course (EOC) exams (English 1, English 2, Biology, Algebra 1, and US History) will increase from 47% to 63.6% 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
	 <p>25%</p>		

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
	 <p>20%</p>		
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
	 <p>35%</p>		

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
			

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

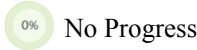
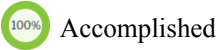
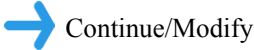
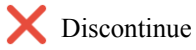
High Priority

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: 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</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 5 Details	Reviews		
Strategy 5: Teacher will turn in effective lesson plans on a consistent bases and on time.	Formative		Summative
	Nov	Dec	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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


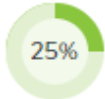
2028-96.6%






Performance Objective 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>			

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 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. Students will get a Friday in the Gym during enrichment period once a 3 weeks, Caps will be worn on Friday when the entire school reach the attendance goal for the 6 weeks.</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
			

Strategy 4 Details	Reviews		
Strategy 4: Purchasing PBIS incentives based on the input from Student Council.	Formative		Summative
	Nov	Dec	Apr
			
Strategy 5 Details	Reviews		
Strategy 5: Opened up court yard at lunch for students to use.	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 4: Effectively use Communities in Schools to help improve attendance.






Evaluation Data Sources: Reports from Communities in School.

Strategy 1 Details	Reviews		
Strategy 1: Working with CIS to do home visits, calls, and meeting with students who are below the acceptable attendance rate of 95%.	Formative		Summative
	Nov	Dec	Apr
	 20%		
<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		
<p>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</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 2: GHS will continually assess the staffing needs of the campus.

Strategy 1 Details	Reviews		
Strategy 1: Properly hirer and maintain the campus needs	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 3: Participate in initiatives to save on utility expenses.

Strategy 1 Details	Reviews		
Strategy 1: Making sure lights, projectors and other equipment are turned off when not in use.	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 4: Establish and follow procedures to best utilize instructional funds.




Strategy 1 Details	Reviews		
Strategy 1: Use spreadsheet to maintain the budget and share the information with staff as needed.	Formative		Summative
	Nov	Dec	Apr
	N/A		
<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: 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		
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. 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 Staff Responsible for Monitoring: Assistant Principal, Principal	Formative		Summative
	Nov	Dec	Apr
Strategy 2 Details	Reviews		
Strategy 2: Teacher will be trained in Mental Health First Aid Strategy's Expected Result/Impact: This will allow teacher to be more aware of issues facing our students. Staff Responsible for Monitoring: Assistant Principal, Principal	Formative		Summative
	Nov	Dec	Apr
			
Strategy 3 Details	Reviews		
Strategy 3: All parents and students should be able to use the anonymous alerts system on our website/phone app including TIP411. Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Dec	Apr
			
Strategy 4 Details	Reviews		
Strategy 4: Counselors will develop a campus wide MTSS for mental health Strategy's Expected Result/Impact: Completion of Campus wide MTSS Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal	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 and YES. 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
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Strategy 1 Details	Reviews		
Strategy 1: GHS 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>			

XIV. APPROVE BOARD POLICY DCE(LOCAL) EMPLOYMENT PRACTICES: OTHER TYPES OF CONTRACTS

PROPOSED REVISIONS

Non-Chapter 21 Contracts

Non-Chapter 21 contracts shall be provided for positions included on the list approved by the Board. A non-Chapter 21 contract shall not be governed by Chapter 21 of the Education Code.

~~The District shall employ on non-Chapter 21 contracts, not to be governed by Chapter 21 of the Education Code, the following positions: director of maintenance, director of transportation, director of Kids Kare, and administrative assistant.~~

Termination During Contract Term

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period.

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

EMPLOYMENT PRACTICES
OTHER TYPES OF CONTRACTS

DCE
(LOCAL)

**Non-Chapter 21
Contracts**

The District shall employ on non-Chapter 21 contracts, not to be governed by Chapter 21 of the Education Code, the following positions: director of maintenance, director of transportation, director of Kids Kare, and administrative assistant.

**Termination During
Contract Term**

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period.

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

**XV. DISCUSSION AND CONSIDER ACTION FOR FALLS COUNTY
APPRAISAL BOARD ELECTION**

FALLS COUNTY

403 CRAIK ST
MARLIN, TX 76661



APPRAISAL DISTRICT

PHONE: 254-883-2543
EMAIL: info@FallsCAD.net

**FALLS COUNTY APPRAISAL DISTRICT
BOARD OF DIRECTORS
2025-2026
BALLOT**

Whereas on _____ the governing body of the
(date)

_____ GROESBECK ISD _____ in a public meeting, voted by Resolution to

cast its vote(s) for:

NOMINEE

NUMBER OF VOTES FOR CANDIDATES

Total Votes to Cast: _____ **1**

Jace Albright

Ian Giesler

Terrance McDavid

Samenthia Milnes

Byrleen Terry

Presiding officer

Attest

Title/Position

PLEASE RETURN THIS COMPLETED FORMAL BALLOT TO:

info@fallscad.net

**FALLS COUNTY APPRAISAL DISTRICT
403 CRAIK STREET
MARLIN, TEXAS 76661**

RETURN BEFORE DECEMBER 15, 2024

XVI. DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS
A. Minutes of Previous Board Meeting

Regular Board Meeting
MINUTES
09/16/2024
6:00 p.m.

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

Others: Anthony Figueroa, Teresa Battrick, Deana Rand, Cindy Ensminger, Wendy Gooch, Holly Black, Keith Parker, Alex Montoya, Wendy Brightwell, Jaxson Brightwell, Mandi Wilson, Jackson Newkham, Evan Ditmore, Lora Sims, Kristen Curry.

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

Jim Longbotham gave the Invocation.

Jason Milstead led the Pledges to the Flags.

Sindra McLean read the District Mission Statement.

There were no public comments.

Staff Recognition: Mandi Wilson introduced Jaxson Brightwell for receiving the America FFA Degree. This degree is the highest honor a FFA member can receive.

Teacher of the Month was recognized by each campus for September. Wendy Gooch, H. O. Whitehurst; Molly Hogan, Enge-Washington Intermediate School; Jackson Newkham, Groesbeck Middle School; and Jenna Jones, Groesbeck High School.

Team of Eight Training date for training was discussed. It was decided to have the training on November 4.

Motion by Stephen Bradley, second by Jason Milstead to nominate Ian Giesler and Byrleen Terry as nominees for the Falls County Appraisal District Board Position. Motion carried unanimously.

Anthony Figueroa presented information on student insurance for prekindergarten through 12th grade for two years, \$12,000 per year, with an additional \$1,560 for basic catastrophic. Parents can purchase additional voluntary accidental insurance if they choose to. Motion by Stephen Bradley, second by Jim Longbotham to approve Pan America Life Student Athletic and Accident Insurance as presented. Motion carried unanimously.

Board members reviewed the campus improvement plans by campus in a round table discussion. Motion by Jason Milstead, second by Sindra McLean to approve the District Improvement Plan and Campus Improvement Plans as presented. Motion carried unanimously.

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

- A. Minutes of Previous Board Meeting
- B. Amendments
- C. Purchases for Maintenance/Facilities as Presented at August Budget Presentation
- D. Surplus

Superintendent Comments: Tax Rate of ISD's, Panic Buttons, Thompson Superintendent Academy recommendation for 2 or 3 board members to attend (February), student enrollment, and installation of air filters.

Board President Comments and Reports: Send a copy of board training certificates to Teresa Battrick. Appointment of Facility/Safety and Policy Committees discussed. Board members to send email to Anthony Figueroa of committee they would like to serve on. The next regular board meeting is scheduled for October 28.

Motion by Angela Crane, second by Sindra McLean, to adjourn. Motion carried unanimously.

Adjourned: 7:29 p.m.

_____	_____	<u>November 18, 2024</u>
Aslone Foy, Board President	Bridgett Jackson-Tatum, Secretary	Date Approved

B. Budget and Amendment(s)

Comparison of Revenue to Budget
 As of November

	Estimated Revenue	Current Realized Revenue	Realized Revenue To Date	Revenue Balance	Percent Realized
General Operating Funds					
199 / 5 - GENERAL FUND 5000	17,920,200.00	-848,332.74	-1,677,659.02	16,242,540.98	9.36%
199 / 5 - GENERAL FUND 7000	251,294.40	.00	.00	251,294.40	.00%
Totals 5000	17,920,200.00	-848,332.74	-1,677,659.02	16,242,540.98	9.36%
Totals 7000	251,294.40	.00	.00	251,294.40	.00%
Totals General Operating Funds	18,171,494.40	-848,332.74	-1,677,659.02	16,493,835.38	9.23%
Special Revenue Funds					
211 / 5 - TITLE I, PART A 5000	438,241.00	-69,053.80	-79,811.60	358,429.40	18.21%
224 / 5 - IDEA - PART B, FORMULA 5000	352,447.00	-50,319.89	-50,319.89	302,127.11	14.28%
225 / 5 - IDEA - PART B, PRESCHOOL 5000	7,398.00	-1,000.00	-1,000.00	6,398.00	13.52%
240 / 5 - FOOD SERVICE 5000	836,873.00	-125,730.34	-195,037.32	641,835.68	23.31%
244 / 5 - CAREER & TECHNICAL 5000	20,548.00	.00	.00	20,548.00	.00%
255 / 5 - TITLE II, PART A 5000	71,262.00	-20,253.51	-20,253.51	51,008.49	28.42%
265 / 5 - TITLE IV, PART B 5000	100,000.00	.00	.00	100,000.00	.00%
270 / 5 - TITLE V 5000	56,178.00	-6,803.05	-6,803.05	49,374.95	12.11%
289 / 5 - FEDERALLY FUNDED 5000	30,000.00	-12,494.00	-12,494.00	17,506.00	41.65%
410 / 5 - IMA/TEXTBOOK 5000	136,326.07	.00	.00	136,326.07	.00%
429 / 5 - STATE FUNDED 5000	852,326.68	-245,976.00	-245,976.00	606,350.68	28.86%
Totals 5000	2,901,599.75	-531,630.59	-611,695.37	2,289,904.38	21.08%
Totals 7000	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	2,901,599.75	-531,630.59	-611,695.37	2,289,904.38	21.08%
Interest & Sinking Funds					
511 / 5 - DEBT SERVICE 5000	3,203,121.00	-95,899.12	-95,899.12	3,107,221.88	2.99%
Totals 5000	3,203,121.00	-95,899.12	-95,899.12	3,107,221.88	2.99%
Totals 7000	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	3,203,121.00	-95,899.12	-95,899.12	3,107,221.88	2.99%
Expendable Trust Funds					
829 / 5 - TRUST & AGENCY FUND 5000	.00	-2.62	-504.98	-504.98	.00%
Totals 5000	.00	-2.62	-504.98	-504.98	.00%
Totals 7000	.00	.00	.00	.00	.00%
Totals Expendable Trust Funds	.00	-2.62	-504.98	-504.98	.00%
Total Revenues 5000	24,024,920.75	-1,475,865.07	-2,385,758.49	21,639,162.26	9.93%
Total Revenues 7000	251,294.40	.00	.00	251,294.40	.00%
Total Revenues	24,276,215.15	-1,475,865.07	-2,385,758.49	21,890,456.66	9.83%

Comparison of Expenditures and Encumbrances to Budget
 As of November

	<u>Appropriation</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
General Operating Funds						
199 / 5 - GENERAL FUND 6000	-18,636,494.40	1,700,643.74	1,573,655.13	3,513,059.66	-13,422,791.00	18.85%
Totals 6000	-18,636,494.40	1,700,643.74	1,573,655.13	3,513,059.66	-13,422,791.00	18.85%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals General Operating Funds	-18,636,494.40	1,700,643.74	1,573,655.13	3,513,059.66	-13,422,791.00	18.85%
Special Revenue Funds						
211 / 5 - TITLE I, PART A 6000	-438,241.00	200.00	34,642.88	69,053.80	-368,987.20	15.76%
224 / 5 - IDEA - PART B, FORMULA 6000	-352,447.00	73,703.25	12,581.29	53,621.69	-225,122.06	15.21%
225 / 5 - IDEA - PART B, PRESCHOOL 6000	-7,398.00	6,398.00	.00	1,000.00	.00	13.52%
240 / 5 - FOOD SERVICE 6000	-836,873.00	137,568.69	116,601.42	174,934.41	-524,369.90	20.90%
244 / 5 - CAREER & TECHNICAL 6000	-20,548.00	.00	12,383.47	12,383.47	-8,164.53	60.27%
255 / 5 - TITLE II, PART A 6000	-71,262.00	4,360.66	8,654.76	21,994.88	-44,906.46	30.86%
265 / 5 - TITLE IV, PART B 6000	-100,000.00	616.57	7,958.40	10,442.66	-88,940.77	10.44%
270 / 5 - TITLE V 6000	-56,178.00	.00	213.05	6,803.05	-49,374.95	12.11%
289 / 5 - FEDERALLY FUNDED 6000	-30,000.00	13,069.00	640.00	13,134.00	-3,797.00	43.78%
410 / 5 - IMA/TEXTBOOK 6000	-136,326.07	.00	.00	.00	-136,326.07	-.00%
429 / 5 - STATE FUNDED 6000	-852,326.68	39,884.82	338,843.79	391,819.79	-420,622.07	45.97%
Totals 6000	-2,901,599.75	275,800.99	532,519.06	755,187.75	-1,870,611.01	26.03%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	-2,901,599.75	275,800.99	532,519.06	755,187.75	-1,870,611.01	26.03%
Interest & Sinking Funds						
511 / 5 - DEBT SERVICE 6000	-3,203,121.00	.00	396,836.75	396,836.75	-2,806,284.25	12.39%
Totals 6000	-3,203,121.00	.00	396,836.75	396,836.75	-2,806,284.25	12.39%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	-3,203,121.00	.00	396,836.75	396,836.75	-2,806,284.25	12.39%
Total Expenditures 6000	-24,741,215.15	1,976,444.73	2,503,010.94	4,665,084.16	-18,099,686.26	18.86%
Total Expenditures 8000	.00	.00	.00	.00	.00	.00%
Total Expenditures	-24,741,215.15	1,976,444.73	2,503,010.94	4,665,084.16	-18,099,686.26	18.86%

C. 2024 Tax Roll

GROESBECK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

APPROVAL OF 2024 TAX ROLL

2024 M&O LEVY	\$ 11,445,156.72
2024 I&S LEVY	\$ 3,241,242.48
2024 LATE RENDITION PENALTY	\$ 2,919.64
2024 LATE RENDITION PENALTY ADMIN FEE	\$ 153.71
 2024 TOTAL LEVY	 \$ 14,689,472.55

Pursuant to Chapter 26, Section 26.09 (e) Property Tax Code, the following is submitted to the Board of Trustees of Groesbeck Independent School District for approval:

We the undersigned, constituting the Board of Trustees of Groesbeck Independent School District, do hereby certify that we have examined the tax roll made up from the assessments of Leah Briggs, Chief Appraiser of the Limestone County Appraisal District, and we find that all property, both real and personal, insofar as we have been able to ascertain, has been properly assessed for taxes for the year 2024. We further certify that said tax roll for the year 2024 is to the best of our knowledge and belief correct and therefore approved this 18th day of November 2024.

SIGNED:

Aslone Foy, President

Jim Longbotham, Vice President

Bridgett Jackson-Tatum, Secretary

Sindra McLean

Angela Crane

Jason Milstead

Stephen Bradley

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

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT
GROESBECK ISD
DIETARY EMPLOYEES' TB SKIN TESTING

January 1, 2025 through December 31, 2025

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

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

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


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

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

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

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

The term of this contract shall be January 1, 2025 through December 31, 2025 to coincide with the calendar year. Either party may terminate this contract by written notification at least 30 days prior to the intended date of termination.



Larry N. Price
Chief Executive Officer
Limestone Medical Center

Date 11-7-2024

Anthony Figueroa
Superintendent
Groesbeck Independent School District

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR BUS DRIVER PHYSICALS
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2025 through December 31, 2025

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

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

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

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

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

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

The following fees apply to this agreement:

- Employment physicals for bus drivers, \$25.00

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

The term of this contract shall be January 1, 2025 through December 31, 2025. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

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

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

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

PAGE 2
CONTRACT FOR BUS DRIVER PHYSICALS – GISD

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

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

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

This Agreement is entered into on the 1st day of January 2025 between Limestone Medical Center and Groesbeck Independent School District.



Larry N. Price
Chief Executive Officer
Limestone Medical Center

11-7-2024

Date

Dr. Anthony Figueroa
Superintendent
Groesbeck Independent School District

Date

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR SPEECH THERAPY
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2025 through December 31, 2025

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

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

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

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

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

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

The following fees apply to this agreement:

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

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

The term of this contract shall be January 1, 2025 through December 31, 2025. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

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

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

PAGE 2
CONTRACT FOR SPEECH THERAPY- GISD


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

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

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

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

This Agreement is entered into on the 1st day of January 2025 between Limestone Medical Center and Groesbeck Independent School District.



Larry N. Price
Chief Executive Officer
Limestone Medical Center

11-7-2024

Date

Dr. Anthony Figueroa
Superintendent
Groesbeck Independent School District

Date

XVII. EXECUTIVE SESSION

- A. Review Recommendation for Employment (Tex. Gov't 551.074)
- B. Personnel Resignations, Leave of Absences, or Reassignments (Tex. Gov't 551.074)
- C. Deliberations Regarding Security Devices or Security Audits (Tex. Gov't. 551.076)
- D. Formative Evaluation of Superintendent
- E. Formative Evaluation of the Athletic Program

XVIII. RECONVENE IN OPEN MEETING

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

- A. Recommendation for Employment
 - I. Other Personnel Positions as Needed
- B. Personnel Resignations, Leave of Absences, or Reassignments
- C. Action on Executive Session Discussions

XX. SUPERINTENDENT COMMENTS

XXI. BOARD PRESIDENT COMMENTS AND REPORTS

XXII. 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