

# GARRISON ELEMENTARY

## Campus Improvement Plan

2016/2017



# GARRISON ELEMENTARY

## **Mission**

*The mission of the Garrison Independent School district is to provide all students with the skills that will enable them to compete, contribute and meet the challenges in a complex changing society.*

### Nondiscrimination Notice

GARRISON ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# GARRISON ELEMENTARY Site Base

Name	Position
Clark, Keri	Parent
Crawford, Pam	Teacher
Crawford, Zach	Administration
Mara, Sophany	Business Member
Niuman, Kriston	Math RTI
Phillips, Kasey	Teacher
Prince, Jackie	Teacher
Stoddard, Judy	Community Member
Sydney, Harris	Teacher
Thomas, Candace	Teacher

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

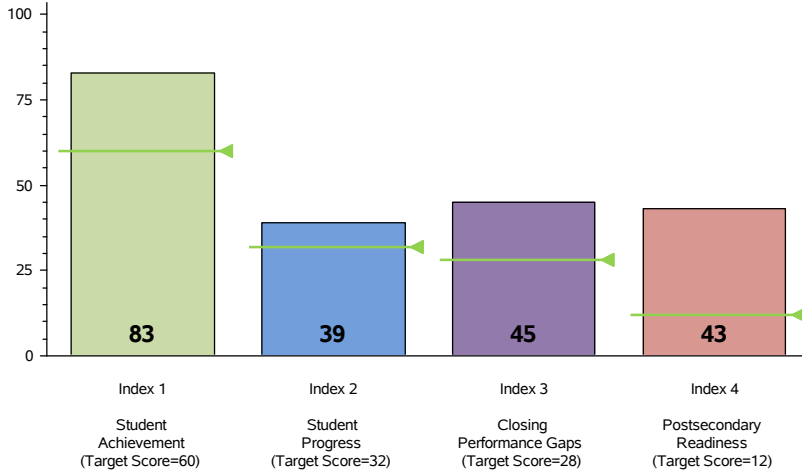
**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 GARRISON ELEMENTARY (174903101) - GARRISON ISD

**Accountability Rating**

**Met Standard**

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Performance Index Report**



**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	296	355	83
2 - Student Progress	236	600	39
3 - Closing Performance Gaps	359	800	45
4 - Postsecondary Readiness			
STAAR Score	42.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		43

**Distinction Designation**



Academic Achievement in ELA/Reading
<b>DISTINCTION EARNED</b>
Academic Achievement in Mathematics
<b>NO DISTINCTION EARNED</b>
Academic Achievement in Science
<b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies
<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress
<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps
<b>DISTINCTION EARNED</b>
Postsecondary Readiness
<b>NO DISTINCTION EARNED</b>

**Campus Demographics**

Campus Type	Elementary
Campus Size	314 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	55.1
Percent English Language Learners	5.4
Mobility Rate	16.4

**System Safeguards**

Number and Percentage of Indicators Met	
Performance Rates	10 out of 10 = 100%
Participation Rates	6 out of 6 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>16 out of 16 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

**TEXAS EDUCATION AGENCY**  
**2016 Index 1: Student Achievement Calculation Report**  
**GARRISON ELEMENTARY (174903101) - GARRISON ISD**

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Level II Satisfactory Standard	Index Points
# at Level II Satisfactory Standard	110	115	31	40	-	296		
Total Tests	136	136	34	49	-	355	83	83
<b>Index 1 Score (Target = 60)</b>								<b>83</b>

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the subject.

**TEXAS EDUCATION AGENCY**  
**2016 Index 1: Student Achievement Data Table**  
**GARRISON ELEMENTARY (174903101) - GARRISON ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2016 STAAR Performance</b>											
<b>All Subjects</b>											
Percent of Tests											
% at Level II Satisfactory Standard	83%	64%	83%	89%	-	100%	-	62%	52%	77%	72%
Number of Tests											
# at Level II Satisfactory Standard	296	34	40	208	-	6	-	8	12	126	13
Total Tests	355	53	48	235	-	6	-	13	23	164	18
<b>Reading</b>											
Percent of Tests											
% at Level II Satisfactory Standard	81%	62%	89%	84%	-	*	-	*	*	73%	86%
Number of Tests											
# at Level II Satisfactory Standard	110	13	16	76	-	*	-	*	*	46	6
Total Tests	136	21	18	90	-	*	-	*	*	63	7
<b>Mathematics</b>											
Percent of Tests											
% at Level II Satisfactory Standard	85%	57%	78%	93%	-	*	-	*	56%	76%	71%
Number of Tests											
# at Level II Satisfactory Standard	115	12	14	84	-	*	-	*	5	48	5
Total Tests	136	21	18	90	-	*	-	*	9	63	7
<b>Writing</b>											
Percent of Tests											
% at Level II Satisfactory Standard	91%	*	*	95%	-	*	-	*	*	83%	*
Number of Tests											
# at Level II Satisfactory Standard	31	*	*	21	-	*	-	*	*	10	*
Total Tests	34	*	*	22	-	*	-	*	*	12	*
<b>Science</b>											
Percent of Tests											
% at Level II Satisfactory Standard	82%	83%	75%	82%	-	*	-	*	*	85%	*
Number of Tests											
# at Level II Satisfactory Standard	40	5	6	27	-	*	-	*	*	22	*
Total Tests	49	6	8	33	-	*	-	*	*	26	*
<b>Social Studies</b>											
Percent of Tests											
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Reading performance for all sub populations except Two or more races
- Math performance for all sub populations except AA and Two or more races
- Low mobility rate
- Differentiated strategies
- Small class sizes
- Individual student growth
- AA Science Performance
- ECD Writing Performance

### Demographics Weaknesses

- Two or more races Reading and Math performance
- AA Math and Science performance
- Hispanic Science performance

### Demographics Needs

- Strategies for working with male students
- Effective strategies for working with AA students
- More Level III Advanced scores

## Student Achievement



# Comprehensive Needs Assessment

## Student Achievement Strengths

- Increase in the number of student Meeting or Exceeding Progress
- 30 out of 36 demographic groups scored at or above the 79% mark in all STAAR tested areas
- SSI results
- Reading programs are working
- BOY DRA scores are higher than previous years
- Rtl program
- Writing scores for ECD

## Student Achievement Weaknesses

- Math scores for AA and Two or more races
- Reading scores for Two or more races
- Science scores for AA and Hispanic

## Student Achievement Needs

- Improve STAAR testing scores to 79% in Reading and Math for students of Two or more races
- Improve STAAR testing scores to 85% in Math and Science for AA students
- Increase STAAR testing scores to 79% in Science for Hispanic students
- Increase STAAR testing scores to 85% in Writing for ECD students
- Continue to focus on individual growth

## School Culture and Climate

### School Culture and Climate Strengths

# Comprehensive Needs Assessment

- Communication
- Few discipline problems
- Campus-wide professional development
- High moral
- Consistent faculty
- Use of online discipline referrals

## School Culture and Climate Weaknesses

- Campus security measures are not always followed
- Too many student absences
- Lack of parent support in regards to student absences

## School Culture and Climate Needs

- Utilize all security measures available
- Establish consistent discipline expectations
- Follow-through on student absences
- Utilize the SRO to decrease student absences
- Educate parent on the importance of being present
- Continue monthly safety drills
- Increase parent involvement
- Educate students on the benefits of college

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

- 100% highly qualified staff
- All core teacher are GT certified
- At least 1 ESL teacher per grade level
- Low class size
- New Math program and training
- Attending TCEA
- Attending CAST
- Number of teachers attending professional development during the school year
- Low teacher turn-over
- Reading/Writing coaching with contracted specialists

## Staff Quality, Recruitment and Retention Weaknesses

- Few individual teacher options for summer comp days
- Not enough technology training

## Staff Quality, Recruitment and Retention Needs

- More technology training
- Option for teacher created videos during summer comp days
- Professional development in working with all populations
- Continue ELA teacher coaching

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

# Comprehensive Needs Assessment

- Regular CBAs and assessments
- Availability of software programs (Study Island, Read Live, iStation, Think Through Math, Reading Eggs, Brain Pop, Symphony Math, etc.)
- Technology in every classroom
- 2 teachers monitoring assessments to identify students needing Tier 2 interventions
- New Math program
- Saxon Phonics for Kinder and 1st Grade
- GATE Science program
- Vertical alignment
- Use of student data to drive instruction
- Consistent vocabulary instruction
- Reading RTI for Pre-Kindergarten and Kindergarten

## Curriculum, Instruction and Assessment Weaknesses

- Not enough technology for everyone to use
- More classroom accommodations for student use
- Rtl not available until 1st Grade
- Lack of a Keyboarding program for students

## Curriculum, Instruction and Assessment Needs

- One classroom set of tablets or netbooks per grade level
- Training for teachers on allowable classroom accommodations
- Explore available Keyboarding programs and how they could be implemented somewhere during the elementary years
- Create a Rtl piece for Kinder
- Updated Scope and Sequences input into DMAC
- Alternate Dyslexia program for K-2
- Continue vertical alignment

## Family and Community Involvement

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths

- Open House
- Grade-level parent meetings
- Blackboard Connect
- Weekly behavior folders sent to parents
- Weekly class/grade newsletters
- Class Dojo
- Christmas Program
- Thanksgiving lunch in cafeteria
- Frequent parent communication

## Family and Community Involvement Weaknesses

- No curriculum night for parents
- No volunteer parent program
- No STAAR night for parents
- No report card pick-up conferences during the year

## Family and Community Involvement Needs

- Explore the possibility of conducting parent curriculum and/or STAAR nights
- Investigate how a parent volunteer program could be started
- Determine how at least one report card pick-up could be built into the calendar
- PTA organization

## School Context and Organization

# Comprehensive Needs Assessment

## School Context and Organization Strengths

- Regularly scheduled faculty meetings
- Guidance program
- Team teaching
- Variety of support programs for students
- Tier 2 classrooms
- DMAC
- ESL certified teachers at all grade levels to serve ESL students in the regular classroom
- GT certified teachers in all core areas to serve GT students in the regular classroom
- RTI in classroom
- Scheduled computer lab times

## School Context and Organization Weaknesses

- Need more room in the Tier 2 classrooms

## School Context and Organization Needs

- Explore the possibility of increasing the number of Tier 2 teachers
- Provide more Tier 1 training to regular teachers
- Increase the Tier 1 options/programs in the regular classroom
- Investigate whether Kinder could be assigned a set computer time
- Kinder, 1st Grade and 2nd Grade teachers do not have recess coverage to provide a true tutorial time
- PTA organization

## Technology

### Technology Strengths

# Comprehensive Needs Assessment

- Classroom sets of netbooks for 3rd, 4th and 5th Grade
- Netbooks shared in 1st and 2nd Grade
- Netbooks/computers in Tier 2 classroom
- SmartBoards
- Software programs (Study Island, Reading Eggs, iStations, Think Through Math, Brain Pop, ReadLive, My Reading Coach, Symphony Math, Education Station, AR Reading, Gizmos, DMAC, TxEIS, etc.)
  - Elmo and projectors in every room
  - Pre-K and K Skills Lab has 8 computers and a 5 person listening station

## Technology Weaknesses

- Lack of touch screen technology for students to use
- Not enough technology for every student
- Limited teacher understanding of using technology as instruction

## Technology Needs

- Purchase additional technology (tablets, netbooks, Smartboards, etc)
- Purchase some touch screen technology for younger students to use
- Provide additional teacher training for incorporating technology into their instruction
- Administrative follow-up to technology training

# Comprehensive Needs Assessment Data Sources

Accountability Reports  
Class Schedules  
Classroom Walkthroughs/Observations  
District Budget Reports  
DMAC Reports  
Enrollment Reports  
Equipment Inventories  
Informal Community Drug Data  
Informal Safety Audits  
PBMAS  
PEIMS  
Principal Reports  
Professional Development Records/Transcripts  
Resource Inventories  
Sign-In Sheets  
Staff Patterns & Shortages  
Student/Staff/Parent Conversations & Surveys  
TAPR



# GARRISON ELEMENTARY

**Goal 1.** GES students will acquire the knowledge and skills expected for each grade level.

**Objective 1.** The percentage of students in all student groups meeting Level II Satisfactory and Level III Advanced on the STAAR test will increase by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer STAAR level assessments in all STAAR tested areas. (Title I SW: 8) (NCLB: 1,2)	Principals, Teachers	Each Six Weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC reports
2. Disaggregate test data by target areas. (Title I SW: 1,8) (NCLB: 1,2)	Director of Instruction, Principals, Teachers	Annually, Each Six Weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC reports, Principal/Teacher conferences
3. Provide increased reading opportunities and practice for all students. (NCLB: 1,2)	Director of Instruction, Librarian, Principals, Teachers	Each Six Weeks	(F)Title I	Purchase orders, Lesson plans
4. Monitor student's grades through TxEIS software. (Title I SW: 9) (NCLB: 1,2,5)	Counselors, Principals, Teachers	Every Three Weeks	(L)Local	Progress Reports, Report Cards
5. Continue full day Pre-K to aide transition from early childhood to elementary. (Title I SW: 7,10) (Target Group: PRE K) (NCLB: 1,2)	Business Manager, Principals, Superintendent	Annually	(S)PreKindergarten Education (PI32), (S)State Compensatory Education	Enrollment forms, Teacher class lists
6. Build classroom listening centers in Kindergarten through Second Grade. (Title I SW: 1,2,9,10) (Target Group: PRE K, K, 1st, 2nd) (NCLB: 1)	Director of Instruction, Librarian, Principals, Teachers	Fall Semester	(F)Title I, (L)Local	Purchase orders
7. Purchase supplemental materials. (Title I SW: 2,9) (NCLB: 1,2,5)	Director of Instruction, Principals, Teachers	Fall Semester	(F)Title I	Purchase orders
8. Continue to focus on individual student growth/progress. (Title I SW: 1,2,8,9) (NCLB: 1,2,5)	Principals, Teachers	EACH Semester	(F)Title I, (L)Local	STAAR scores
9. Focus on increasing the number of students scoring Level 3 Advanced. (Title I SW: 1,8,10)	Principals, Teachers	Annually	(F)Title I, (L)Local	STAAR scores
10. Seek effective strategies for working with male students. (Title I SW: 1,2,9) (Target Group: M) (NCLB: 1,2,5)	Teachers	Each Semester	(F)Title IIA Principal and Teacher Improvement	Male STAAR scores
11. Train teachers in effective strategies working with AA students. (PBMAS, TAIS) (Title I SW: 1,2,3,4,9) (NCLB: 1,2,5)	Director of Instruction, Principals, Superintendent	Annually	(F)Title IIA Principal and Teacher Improvement	Sign-in sheets, Registration records

# GARRISON ELEMENTARY

**Goal 2.** GES student groups will be provided strategies, programs and services to support and maximize the individual student achievement.

**Objective 1.** 100% of students identified in special populations will be monitored for placement that ensures appropriate challenge and relative success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reduce the number of students taking STAAR Accommodated. (Title I SW: 1,8) (Target Group: SPED) (NCLB: 1,2)	Diagnostician, Principals, SPED Teachers, Teachers	Annually	(S)Special Education	ARD minutes, District test rates
2. Continue to develop and strengthen all Tiers of the RTI program. (Title I SW: 1,2,9) (NCLB: 1,5)	Counselors, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Progress monitoring with DMAC
3. Continue to employ a Dyslexia teacher to serve students in the Dyslexia program. (1FTE) (Title I SW: 2,9) (Target Group: Dys) (NCLB: 1,2)	Principals	Annually	(S)State Compensatory Education	Teacher class roster, District budget reports
4. Offer summer school for students who do not pass STAAR or required courses. (Title I SW: 2,9) (NCLB: 1,2)	Principals	Summer	(F)Title I, (S)State Compensatory Education	Summer school attendance, passing rates
5. Ensure core teachers earn and maintain GT certification. (Title I SW: 3,4,9) (Target Group: GT)	Director of Instruction, Principals	Annually	(S)G/T	Staff development transcripts.
6. Monitor and evaluate the GT program to ensure compliance with district/state GT plan. (Title I SW: 3) (Target Group: GT)	Principals	Annually	(S)G/T	Staff development, GT Plan
7. Ensure/maintain at least one certified ESL teacher per grade level. (Title I SW: 3,4) (Target Group: ESL) (NCLB: 2)	ESL Coordinator, Principals	Annually	(S)ESL	Teacher certifications
8. Review and evaluate the activities for ESL instruction. (Title I SW: 2,9) (Target Group: ESL, LEP) (NCLB: 2)	ESL Coordinator, Principals	Annually	(S)ESL	Progress of ESL students
9. Continue to employ RTI teachers. (1.6 FTE) (Title I SW: 1,9) (NCLB: 2,5)	Principals	Annually	(S)State Compensatory Education	RTI student logs
10. Incorporate tutorials into the school day for Reading, Writing, Math and Science. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)	Principals, Teachers	Each Six Weeks	(L)Local	Tutorial Rosters
11. Establish an RTI program for Kinder students (Title I SW: 1,2,7,9) (Target Group: K) (NCLB: 1,2,5)	Principals, Teachers	Annually	(L)Local	RTI program

# GARRISON ELEMENTARY

**Goal 2.** GES student groups will be provided strategies, programs and services to support and maximize the individual student achievement.

**Objective 1.** 100% of students identified in special populations will be monitored for placement that ensures appropriate challenge and relative success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Explore the possibility of Kinder, 1st and 2nd grade teachers having recess coverage to give them a tutorial time with students. (Title I SW: 1,2,9) (Target Group: K, 1st, 2nd) (NCLB: 1,2,5)	Principals, Teachers	Annually	(L)Local	Tutorial Logs
13. Train teachers in the use of allowable accommodations for SpEd students. (Title I SW: 8) (Target Group: SPED) (NCLB: 1,2)	Director of Special Education COOP, Principals, SPED Teachers	First Semester	(S)Special Education	Sign-in Sheets

# GARRISON ELEMENTARY

**Goal 2.** GES student groups will be provided strategies, programs and services to support and maximize the individual student achievement.

**Objective 2.** 100% of students will be provided guidance/counseling services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to employ a supplemental counselor. (Title I SW: 10) (Target Group: All)	Business Manager, Director of Instruction, Principals, Superintendent	Annually	(F)Title I	District budget reports
2. Conduct guidance lessons monthly by the School counselor to address Bullying, Drug Awareness, and Safety. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Counselors	Monthly	(L)Local	Guidance lessons schedule, lesson plans
3. Build student aspirations for college. (Title I SW: 1,10) (Target Group: All)	Counselors, Principals, Teachers	Each Semester	(L)Local	Lesson Plans

# GARRISON ELEMENTARY

**Goal 3.** GES curriculum, instruction and assessment will be aligned with the TEKS and delivered via highly effective, engaging practices.

**Objective 1.** 100% of classrooms will implement a challenging curriculum with rigorous instruction to prepare students for higher levels of learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue departmental and vertical alignment in PK - 5 to ensure TEKS alignment. (Title I SW: 1,2,4,9) (NCLB: 1,2)	Director of Instruction, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Meeting agendas and sign-in sheets
2. Provide teachers an opportunity to attend high quality professional development training/conferences and pay any associated fees. (Title I SW: 2,3,4,5) (NCLB: 3)	Director of Instruction, Principals	Monthly	(F)Title IIA Principal and Teacher Improvement	Staff development transcripts
3. Provide/purchase supplemental curriculum materials. (Title I SW: 2,9) (NCLB: 1,2)	Director of Instruction, Principals, Teachers	Fall Semester	(F)Title I	Purchase orders
4. Provide teachers with coaching to support new teaching strategies. (Title I SW: 1,4) (NCLB: 3)	Director of Instruction, Principals	Each Six Weeks	(F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income	Teacher/coach dates schedule, feedback
5. Load and update course scope and sequence documents in DMAC to ensure alignment with TEKS. (Title I SW: 2)	Principals, Teachers	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC reports
6. Increase follow-up on professional development activities to ensure implementation in the classroom. (Title I SW: 3,4,5) (NCLB: 3)	Principals	Each Six Weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC reports
7. Explore finding/purchasing an alternate Dyslexia program for K-2. (Title I SW: 1,2,9) (Target Group: Dys) (NCLB: 1,2)	Dsylexia Teacher, Principals	Annually	(S)State Compensatory Education	New program options.

# GARRISON ELEMENTARY

**Goal 4.** GES will incorporate technology and digital tools to advance teaching and learning and to connect students to real world experiences.

**Objective 1.** Technology will be implemented in 100% of classrooms to increase the effectiveness of instruction and student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide existing and purchase additional instructional software. (Title I SW: 2,9) (NCLB: 1,2,4)	Director of Instruction, Director of Technology, Principals	Annually	(F)Title I, (L)Local, (L)Technology	Purchase orders, Usage charts, Surveys
2. Purchase netbooks/tablets to lower the student to computer ratio. (Title I SW: 1,2) (NCLB: 4)	Business Manager, Director of Instruction, Director of Technology, Principals	Annually	(L)Technology, (S)IMA	Purchase orders
3. Maintain existing and purchase additional hardware. (Title I SW: 1,2,9) (NCLB: 1,4)	Director of Technology, Principals	Annually	(F)Title I, (F)Title VI, Part B Rural/Low Income, (L)Technology, (S)IMA	Purchase orders, surveys
4. Utilize DMAC Student Portfolio to streamline student data to determine students needing interventions, RTI or special services. (Title I SW: 2,8,9,10) (NCLB: 1,2)	Counselors, Dyslexia Teacher, Principals, SPED Teachers, Teachers		(F)Title I	DMAC reports
5. Provide teacher training for incorporating technology into instruction. (Title I SW: 1,3,4) (NCLB: 3)	Director of Instruction, Principals	Annually	(F)Title IIA Principal and Teacher Improvement, (L)Technology	Sign-in sheets, Registration records
6. Increase administrator follow-up to ensure implementation of technology training. (Title I SW: 3,4) (NCLB: 3)	Principals	Each Semester	(F)Title IIA Principal and Teacher Improvement	DMAC reports
7. Explore purchasing and implementing a keyboarding program somewhere during the elementary school years. (Title I SW: 1)	Principals	Annually	(L)Local, (L)Technology	New program
8. Examine the school schedule to determine if Kinder can have a designated computer lab time. (Title I SW: 1,7) (Target Group: K)	Principals	Each Semester	(L)Local	New schedule

# GARRISON ELEMENTARY

**Goal 5.** GES will provide a safe, drug-free climate that is conducive to learning and that promotes parent and community involvement.

**Objective 1.** 100% of parents will have involvement in one or more of their student's educational activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct parent meetings such as Title I, open house, curriculum nights, STAAR nights, etc. (Title I SW: 6)	Principals, Teachers	Annually	(F)Title I, (L)Local	Sign-in sheets
2. Inform parents of safety procedures by distributing handbooks and/or the online link to the campus handbook. (Title I SW: 6) (NCLB: 4)	Principals, Teachers	First School Day	(L)Local	Parent signatures on handbook receipts
3. Utilize a variety of media to keep parents informed of special events and information throughout the school year. (Title I SW: 6)	Principals, Teachers, Webmaster	Each Six Weeks	(L)Local	Blackboard Connect reports, Facebook entries, Notes/flyers/newsletters
4. Designate Texas Public School Week to invite parents to participate in lunch with students and at Open House. (Title I SW: 6)	Principals, Teachers	Spring Semester	(L)Local	Sign-in Sheets
5. Explore building a report card pick-up /parent conference day/night into the yearly schedule. (Title I SW: 6)	Principals, Superintendent, Teachers	Annually	(L)Local	Scheduled day/night event
6. Explore the possibility of establishing a PTA organization. (Title I SW: 1,6)	Principals, Teachers	Annually	(L)Local	Sign-in sheets, meeting agendas
7. Investigate establishing a parent volunteer program. (Title I SW: 1,6)	Principals, Teachers	Annually	(L)Local	List of parent volunteers

# GARRISON ELEMENTARY

**Goal 5.** GES will provide a safe, drug-free climate that is conducive to learning and that promotes parent and community involvement.

**Objective 2.** Provide a safe and healthy environment with high expectations for all students, showing a decrease in discipline referrals by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the online discipline referral system in TxEIS. (NCLB: 4)	Principals, Teachers	Fall Semester	(L)Local	TxEIS discipline reports
2. Develop a monthly safety/emergency drill calendar and execute it. (Title I SW: 1) (NCLB: 4)	School Resource Officer	Monthly	(L)Local	School Resource Officer's yearly report.
3. Utilizing all existing safety measures. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principals, School Resource Officer, Superintendent, Teachers	Daily	(L)Local	Safety Reports
4. Establish consistent discipline expectations. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principals, Teachers	Each Semester	(L)Local	Discipline reports
5. Maintain membership in Nacogdoches County DAEP Coop to provide an appropriate placement for discipline removals. (NCLB: 4)	Principals, Superintendent	Annually	(S)DAEP (PI28)	Discipline reports



# GARRISON ELEMENTARY

**Goal 6.** GES will provide support structures to recruit and retain highly qualified staff.

**Objective 1.** Recruit, hire, and retain a highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage teachers to gain additional certifications and/or endorsements. (Title I SW: 3,5) (NCLB: 3)	Director of Instruction, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Registration records, Test results
2. Encourage teachers to maintain or gain ESL certifications by paying testing fees. (Title I SW: 3,5) (Target Group: ESL, LEP) (NCLB: 2)	ESL Coordinator, Principals	Annually	(S)ESL	Teacher certifications/endorsements
3. Utilize PDAS component in DMAC to run yearly statistics regarding campus instructional practices. (Title I SW: 3,4) (NCLB: 3)	Principals	Annually	(F)Title I	DMAC reports
4. Assign mentors to teachers who are new to the campus. (Title I SW: 3,5)	Principals	August	(L)Local	Mentor assignments roster
5. Provide teacher summer comp day options such as creating classroom videos. (Title I SW: 1,2,3,4,9) (NCLB: 1,2,3,5)	Director of Instruction, Principals	Summer	(F)Title IIA Principal and Teacher Improvement, (L)Local, (L)Technology	Videos
6. Post vacancies within school, GISD website, universities, newspaper, Region VII and TASA. (Title I SW: 3,5) (NCLB: 3)	Principals, Superintendent, Webmaster	As Needed	(L)Local	Applications received

# GARRISON ELEMENTARY

**Goal 7.** GES students will be encouraged and challenged to meet their full educational potential by improving student attendance.

**Objective 1.** GES will improve its student attendance rate to 97% for all student groups to enhance student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor student attendance and send attendance letters home along with an outline of the Compulsory Attendance Laws. (Title I SW: 6) (NCLB: 1)	School Resource Officer	Each Six Weeks	(L)Local	TxEis attendance reports
2. Contact parents by phone upon the second consecutive absence of their child. (Title I SW: 6)	Teachers	Weekly	(L)Local	Teacher attendance call logs
3. Notify parents upon the fourth tardy of their student. (Title I SW: 6)	Principals, School Resource Officer	Each Six Weeks	(L)Local	TxEis tardy reports, Phone logs
4. Utilize SRO to decrease student absences. (Title I SW: 1) (NCLB: 5)	Principals, School Resource Officer	Each Six Weeks	(L)Local	Student absence data
5. Incorporate a focus on the importance of student attendance at each parent meeting. (Title I SW: 1,6)	Principals, Teachers	Each Semester	(L)Local	Meeting notes

# GARRISON ELEMENTARY

**Goal 7.** GES students will be encouraged and challenged to meet their full educational potential by improving student attendance.

**Objective 2.** GES students will be encouraged to arrive in class on time each day and remain in school until dismissal time as evidenced by a 5% reduction in student tardiness and early checkouts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Notify parents of the Compulsory Attendance Laws. (Title I SW: 6)	Principals, Teachers	Annually	(L)Local	Student sign-out logs, Parent contact log
2. Assign students to ASD for every 4th tardy to recapture the time lost in class.	Principals, School Resource Officer	Weekly	(L)Local	Tardy reports, ASD logs