

GARRISON H S

Campus Improvement Plan

2016/2017



Garrison High School
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Date Reviewed:

DMAC Solutions ®

Page 1 of 38

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1/9/2017

GARRISON H S

Mission

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 H S 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 H S Site Base

Name	Position
Ball, Matt	Special Education Teacher
Barton, Joel	School Resource Officer
Bradshaw, Gina	Community Representative
Bryan, Kathy	Science Teacher
French, Beth	Math Teacher
Hairgrove, Letitia	Healthcare Professional
Jackson, John	History Teacher/Coach
King, Sharrone	Spanish Teacher
Lunsford, Danni	Vocational Teacher
Lunsford, Leasa	Business Representative
Metteauer, Nancy	CTE Teacher
Spivey, Reid	Principal
Spivey, Sarah	Parent
Uribe, Eugenia	Counselor
Walker, Cathy	English Teacher

Resources

Resource	Source
Perkins (CTE Consortium)	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Local	Local
Technology	Local
ACT/College Board	Other
DAEP (PI28)	State
ESL	State
G/T	State
High School Allotment (PI31)	State
IMA	State
Special Education	State
State Compensatory Education	State
Vocational Education	State

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.

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

Objective 1. The percentage of students in all 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 (CBA) in all STAAR tested areas. (Title I SW: 8,10) (Target Group: All) (NCLB: 4,5)	Counselors, Principals, Teachers	9 Week Period	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC Reports
2. Break down test data in target areas using appropriate software (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2)	Director of Instruction, Principals, Teachers	Annually, Each Administration of CBA	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC reports, Principal/Teacher Conferences, Department Meetings, District Curriculum Meetings
3. Continuously 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
4. Train teachers in differentiation strategies to be incorporated into all core classrooms. (Title I SW: 1,2,3,4,9) (NCLB: 1,2,3,4)	Director of Instruction, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Sign-In Sheets, Certificates, Lesson Plans, Walk-Throughs, Workshops, Observations
5. Increase writing scores by implementing a major focus in other curriculum's as well as in the English classrooms. (Title I SW: 1,2,9) (NCLB: 1,2,5)	Director of Instruction, Principals, Teachers	Daily	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC Reports, Principal/Teacher Conferences, Lesson Plans, Walk Throughs, Team Meetings
6. Provide staff training in identifying the needs of and working with African American and Economically Disadvantage students. (Title I SW: 1,2,8,9) (NCLB: 1,2,4)	Counselors, Principals, Teachers	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC Reports, CBA, Performance Reports, STAAR Performance Results
7. Explore/identify strategies to attract sub-populations to become involved in school organizations: BETA, Student Council, etc. (Title I SW: 1) (NCLB: 5)	Counselors, Principals, Teachers	Each Semester	(L)Local	Organization Membership Lists

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

Objective 2. Provide accelerated instruction for 100% of students needing assistance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to expand school tutorials and individual classroom assistance to improve STAAR scores and graduation rates. (Title I SW: 1,2,9) (NCLB: 1,2,5)	Principals, Teachers	Each Six Weeks	(S)State Compensatory Education	Sign-In Sheets, Attendance Rosters, Lesson Plans
2. Purchase supplemental resources and materials (Title I SW: 9) (NCLB: 1,2,5)	Director of Instruction, Principals, Teachers	Each Semester	(F)Title I, (S)State Compensatory Education	Purchase Orders
3. Develop growth plans for At-Risk students. (Title I SW: 1,2,9) (NCLB: 1,2,5)	Counselors, Principals	Annually	(F)Title I	Student Plans

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

Objective 3. Student writing scores will increase by grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate writing into multiple subjects throughout the district (Title I SW: 1,9,10) (NCLB: 1,2,4,5)	Director of Instruction, Principals, Teachers	Daily	(L)Local	Bell ringers
2. Teachers in various subjects will create ways to evaluate effective writing skills (Title I SW: 2,9) (NCLB: 1,2,5)	Teachers	Daily	(L)Local	Writing assessments

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Goal 2. GHS students will be encouraged and challenged to meet their full educational potential with a well balanced and appropriate curriculum 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. Select test level for special education and 504 students that match their ability within Federal limits on Alternative Assessments. (PBMAS,TAIS) (Title I SW: 8) (NCLB: 1,2)	Counselors, Diagnostician, Principals, SPED Teachers	Annually	(F)Title IIA Principal and Teacher Improvement, (S)Special Education	DMAC Reports, ARD Minutes
2. Continue to develop and strengthen all Tiers of the RTI program (PBMAS, TAIS) (Title I SW: 2,9) (NCLB: 1,2,5)	Counselors, Principals, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory Education	Program Details
3. Continue to improve a student mentoring program to provide support and improve scores (Title I SW: 1,2,9) (NCLB: 1,2,4,5)	Counselors, Principals, Teachers	Annually	(L)Local	Mentoring Plan, DMAC Reports, STAAR Scores
4. Utilize DMAC reports and report cards to determine students needing interventions, RTI or special services (Title I SW: 1,2,9) (NCLB: 1,2)	Counselors, ESL Coordinator, Principals, SPED Teachers, Teachers	Each Six Weeks	(F)Title I	DMAC reports, Gradebook, Report Cards, Progress Reports
5. Maximize the effectiveness of student's, receiving special services, taking STAAR or STAAR accommodated. (Title I SW: 1,2,8) (NCLB: 1,2,5)	Counselors, Diagnostician, Principals, SPED Teachers	Annually	(S)Special Education	ARD Minutes, District Test Data
6. Implement training for staff members in identifying needs of African American students and the Economically Disadvantage population. (Title I SW: 1,2,4,9) (NCLB: 1,5)	Counselors, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Sign-In Sheets, Certificates
7. Continue to Create/Participate in advanced-level projects and competitions such as: Science Fairs, Art Competitions and Essay Contests. (Title I SW: 1,6) (NCLB: 1)	Counselors, Principals, Teachers	Annually	(S)G/T	Student Participation, Awards
8. Create surveys for students to evaluate teacher lessons. (Title I SW: 1) (NCLB: 4,5)	Principals, Teachers	Each Semester	(L)Local	Survey Results

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Goal 2. GHS students will be encouraged and challenged to meet their full educational potential with a well balanced and appropriate curriculum to support and maximize the individual student achievement.

Objective 2. 100% of students will be challenged to reach their potential with a rigorous educational program

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze/disaggregate test data by target areas with six weeks/cba performance (Title I SW: 1,8) (NCLB: 1,2)	Principals, Teachers	Each Six Weeks	(F)Title I	DMAC Reports, Principal/Teacher Conferences
2. Continue/increase the opportunity for dual/concurrent credit classes. (Title I SW: 1) (NCLB: 5)	Counselors, Principals	Each Semester	(L)Local	Class Rosters
3. Continue to employ intervention (RTI) teacher(s). (Title I SW: 1,2,9) (NCLB: 1,2,5)	Principals	Annually	(S)State Compensatory Education	Schedule, Budget Reports
4. Utilize TTESS component in DMAC to run yearly statistics regarding campus instructional practices (Title I SW: 3,4,5) (NCLB: 3)	Principals	Annually	(F)Title I	DMAC Reports
5. Purchase vocational supplies/materials to ensure students have up-to-date resources (Title I SW: 10) (NCLB: 5)	Principals, Teachers	Annually	(F)Perkins (CTE Consortium), (S)Vocational Education	Purchase Orders
6. Explore mentors to provide assistance in college applications, ACT, SAT, etc. (Title I SW: 1,7) (NCLB: 5)	Counselors, Teachers	Annually	(L)Local	Mentor List
7. Explore options of introducing a higher education coordinator (Title I SW: 1,10) (NCLB: 1,5)	Director of Instruction, Principals, Superintendent	Annually	(F)Title IIA Principal and Teacher Improvement, (L)Local	amendment to stipend schedule

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- Goal 2.** GHS students will be encouraged and challenged to meet their full educational potential with a well balanced and appropriate curriculum to support and maximize the individual student achievement.
- Objective 3.** 100% of students will be provided guidance/counseling services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide counseling/advising for college planning including parents (Title I SW: 1,6,7) (NCLB: 5)	Counselors	Each Semester	(L)Local	Counselor Logs, Sign-In Sheets
2. Conduct guidance lessons to address bullying, drug awareness, violence prevention and safety. (Title I SW: 1,9,10) (NCLB: 4)	Counselors, School Resource Officer	Annually	(L)Local	Lesson plans, Counselor Logs
3. Four Year Plans will be developed for all students prior to entering the 9th grade and updated annually (Title I SW: 9) (NCLB: 5)	Counselors	Monthly	(F)Title I, (L)Local	DMAC Reports, TxEIS Reports
4. Administer student surveys to improve guidance provided to students (Title I SW: 1,10) (NCLB: 5)	Counselors, Principals	Annually	(L)Local	Survey Results
5. Invite parents and community members to speak to students about careers (Title I SW: 1,6) (NCLB: 5)	Counselors, Principals, Teachers	Each Semester	(L)Local	Presentation materials, lesson plans
6. Implement the course selection/scheduling for students in TxEIS (myZone). (Title I SW: 1,6) (NCLB: 5)	Counselors, Principals	Annually	(L)Local	TxEIS Reports

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Goal 2. GHS students will be encouraged and challenged to meet their full educational potential with a well balanced and appropriate curriculum to support and maximize the individual student achievement.

Objective 4. 100% of students will be counseled in the graduation endorsement pathway system

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Educate students on the benefits of graduating under House Bill 5 Distinguished track (Title I SW: 1) (NCLB: 5)	Counselors, Principals, Teachers	Annually	(L)Local	Graduation Rates
2. Continue to counsel and advise students in selecting endorsement pathway (Title I SW: 1) (NCLB: 5)	Counselors, Principals, Teachers	Annually	(L)Local	Graduation Rates
3. Continue to improve course selection guide to meet the needs of students (Title I SW: 9) (NCLB: 5)	Counselors, Director of Instruction, Principals	Annually	(L)Local	Graduation Rates

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Goal 3. Through enhanced dropout prevention efforts, GHS students will remain in school until they obtain a high school diploma.

Objective 1. GHS will have less than 1% drop-out rate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor absences through TxEIS and parent contacts. (Title I SW: 6) (NCLB: 5)	Principals, School Resource Officer, Teachers	Daily	(L)Local	ADA, Contact Logs
2. Continue to assist students during and after pregnancy and postpartum (Title I SW: 9) (NCLB: 5)	Counselors, Teachers	As needed	(L)Local, (S)State Compensatory Education	Progress Reports, Report Cards
3. Create incentive programs to entice students to be at school (Title I SW: 1) (NCLB: 5)	Counselors, Principals	Each Six Weeks	(L)Local	Program Details, Individual Student Attendance
4. Provide tutorials for students who have completed all course credits but not yet passed state required testing to continuously pursue passing their test and earn a diploma (Title I SW: 1,2,9) (NCLB: 1,2,5)	Counselors, Principals, Teachers	Annually	(L)Local, (S)State Compensatory Education	Attendance Rosters, Graduation Rate
5. Create a mentor program that targets at risk students (Title I SW: 1,6,9) (NCLB: 1,4,5)	Principals	Six Weeks	(F)Title I, (L)Local	Mentor meeting reports
6. Install a district wide truancy prevention program (Title I SW: 1,2,9) (NCLB: 4,5)	Principals, School Resource Officer	Weekley	(L)Local	Attendance Reports

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Goal 4. GHS will maintain a safe and disciplined environment conducive to student learning.

Objective 1. Discipline referrals will decrease by 3% in 2016-2017

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue/Expand the School Resource Officer in reducing disciplinary referrals, conflict resolution, suicide prevention, violence, and tobacco, alcohol, and other drug offenses. (Title I SW: 1,2,9,10) (NCLB: 4)	Counselors, Principals, School Resource Officer, Superintendent	Daily	(L)Local	Referral Report
2. Attend discipline and effective classroom management training (Title I SW: 1,4,5) (NCLB: 3,4)	Principals, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement	Sign-In Sheets, Certificates
3. Work to improve a system appropriate for DAEP level offenses for appropriate placement for discipline removals (Title I SW: 2,9) (NCLB: 4)	Business Manager, Principals, Superintendent	Annually	(S)DAEP (PI28), (S)State Compensatory Education	Purchase Orders, Discipline Assignments
4. Create a system for students leaving campus (Title I SW: 9,10) (NCLB: 4)	Principals	Yearly	(L)Local	Sign out sheet, parent or doctors notes on file
5. Implement more effective instruction and systematic procedures (Title I SW: 2,9) (NCLB: 3,4,5)	Principals, Teachers	Each Semester	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Report Cards, Discipline Referrals

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Goal 5. Parents and community members will be full partners with educators in the education of GHS students

Objective 1. Offer 100% of parents and community members the opportunity to participate in activities such as: volunteering, PTO, Open House, special programs, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct parent and/or community meetings (i.e. scheduling, college/career planning, student needs, Open House). (Title I SW: 1,6,7,9) (NCLB: 1,2,5)	Principals, Teachers	Each Semester	(F)Title I, (L)Local	Sign-In Sheets, Parent/Teacher Conferences
2. Utilize a fully functional web-site to keep parents informed of school events. (Title I SW: 6) (NCLB: 4,5)	Principals, Superintendent, Webmaster	Weekly	(L)Local, (L)Technology	Website Counter
3. Designate Texas Public School Week to invite stakeholders to participate in such activities as lunch, reading to students, sharing history, and/or open house (Title I SW: 1,2,6) (NCLB: 1,2)	Superintendent	Spring	(L)Local	Sign-In Sheets
4. Ensure language barriers do not prohibit parent and community involvement (Title I SW: 6) (NCLB: 2)	Counselors, ESL Coordinator, Principals, Teachers	Each Semester	(L)Local	Contact Logs, Translated Communications

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Goal 6. GHS will recruit, hire, and retain a highly qualified staff.

Objective 1. 100% of teachers and staff will be highly qualified

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Post vacancies: within school, GISD website, universities, paper, Region VII and TASA (Title I SW: 3,5) (NCLB: 3)	Principals, Superintendent, Webmaster	As Needed	(L)Local	Applications Received
2. Encourage teachers and staff to gain certifications to ensure retention of a highly qualified staff (pay testing fees for needed areas) (Title I SW: 3,5) (NCLB: 3)	Director of Instruction, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Purchase Orders
3. Survey Staff to determine staff development needs and prioritize needs based on results. (Title I SW: 1,2,3,4,5,9) (NCLB: 1,2,3)	Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Survey Results
4. Continue departmental and vertical alignment to ensure alignment with TEKS (Title I SW: 1,2,4,9) (NCLB: 1,2,3)	Principals, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement	In service Training Rosters, Lesson Plans
5. Encourage GHS faculty/staff to earn masters degrees in core content areas to increase local dual credit offerings. (Title I SW: 1,3,4,5) (NCLB: 3)	Director of Instruction, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Transcripts
6. Attend professional development in Writing (Title I SW: 1,3,4,5) (NCLB: 3,4)	Principals, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement	Sign In Sheets, Certificates
7. Attend professional development based on campus goals and teacher weaknesses (Title I SW: 1,3,4) (NCLB: 3)	Director of Instruction, Principals, Teachers	Each Semester/Summer	(F)Title IIA Principal and Teacher Improvement	Each Semester/Summer
8. Improve professional development plans for teachers using goal setting and TTESS evaluations (Title I SW: 3,4,5) (NCLB: 3)	Principals, Teachers	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Individual PD Plans, Teacher Self-Reports
9. Train Teachers in data analysis and using available software to assist (Title I SW: 1,2,4,8,9) (NCLB: 1,2)	Principals, Teachers	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Sign In Sheets, Certificates
10. Increase follow up to ensure implementation of professional development activities in the classroom (Title I SW: 3,4,5) (NCLB: 3)	Principals	Each Six Weeks	(F)Title IIA Principal and Teacher Improvement	DMAC Reports, Principal/Teacher Conferences

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Goal 6. GHS will recruit, hire, and retain a highly qualified staff.

Objective 1. 100% of teachers and staff will be highly qualified

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Plan regular events/activities to boost teacher moral and attendance (Title I SW: 1) (NCLB: 4)	Principals	Each Semester	(L)Local	Sign-In Sheets
12. Implement a mentor program for teachers with < four years of teaching experience. (Title I SW: 1,2,3,4,5,9) (NCLB: 3,4)	Director of Instruction, Principals, Teachers	yearly	(F)Title I	Summative - Evaluations

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Goal 7. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration at GHS.

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. Provide additional instructional software and continue the use of TxEIS, DMAC, Study Island, Brain Pop, Remind 101, Edmodo, Gizmos, and United Streaming. (Title I SW: 1,2,9) (NCLB: 1,2,5)	Director of Instruction, Director of Technology, Principals, Teachers	Annually	(F)Title I, (L)Local, (L)Technology	Usage Reports, Purchase Orders
2. Purchase additional hardware to increase technology integration (Title I SW: 1,10) (NCLB: 4)	Director of Instruction, Director of Technology, Principals, Superintendent	Annually	(F)Perkins (CTE Consortium), (F)Title I, (S)IMA, (S)Vocational Education	Purchase Orders
3. Continue Technology implementation into curriculum (Title I SW: 1,2) (NCLB: 4)	Director of Instruction, Director of Technology, Principals	Weekly	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Technology	Lesson Plans
4. Identify teacher weaknesses with technology to plan for needed training (Title I SW: 1,4) (NCLB: 3,4,5)	Director of Instruction, Director of Technology, Principals	Annually	(L)Local	Individual results, Training Plan
5. Provide technology training to show teachers how to implement technology in multiple ways (Title I SW: 1,2,4,9) (NCLB: 1,2,5)	Director of Instruction, Director of Technology, Principals	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local, (L)Technology	Sign In Sheets, Certificates
6. Purchase teacher technology to increase competency with and engage teachers in using technology (Title I SW: 2,4) (NCLB: 3,4)	Director of Instruction	Fall	(F)Title I	Purchase Orders

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Enrollment figures indicate a fairly consistent student population
- Number of student enrolled in CTE course is very high
- CTE course breakdown shows diverse student participation
- Number of students receiving Special Education services is down from previous year
- Student mobility rate is low but seems to be increasing
- Staff demographics include an average teaching experience of 10 years
- Retention rate for teachers on the campus is 5 years
- Number of teachers at Garrison High School is 23 yielding a student/teacher ratio of 9.5 to 1 (including Band Director)

Demographics Weaknesses

- Fewer students graduate on the Recommended or Distinguished track than should
- Too many student graduate on the Minimum track
- The needs of At-Risk students are not being targeted
- Classroom variety and options for Gifted and Talented students
- The needs of 504 students are not being targeted

Demographics Needs

- Increase number of students graduating on recommended or distinguished track
- Reduce number of At-Risk students by increasing STAAR performance
- Provide classroom experiences to identify and meet the needs of Gifted and Talented students
- Reduce the number of students referred for Special Education or 504

Comprehensive Needs Assessment

Demographics Summary

Enrollment figures indicate a fairly consistent student population for the last three years:
222 in 2014-2015, 231 in 2015-2016, 237 in 2016-2017 (projected),

- Ethnicity: (168) 70.8% White (47) 19.8% African American (7) 2.9% two or more (15) 6.3% Hispanic <1% Asian/Pacific
- Additional demographics: (93) 39.2% Economically Disadvantaged, (92) 38.8% At-Risk, <1% DAEP, <1% ESL and Mobility Rate (26) 10.9%
- At-Risk (92) 38.8%: (71) 78% White, (15) 31.7% African American, (5) 5.4% Hispanic, (1) <1% Two or more races, (33) 35.8% Females and (59) 64.1% Males
- Special Programs: (16) 6% Gifted and Talented, (219) 92.4% Projected Students enrolled in CTE courses, (16) 6.7% Special Education and (21) 9.5% 504,
- Gifted and Talented: (17) 71.7% (14) 93.7% White, (1) 6% Two or more, (9) 56.2% Male and (7) 43.7% Male
- CTE (219):92.4% Projected (152) 64.1% White, (51) 21.5% African American, (14) 5.9% Hispanic, .5% Indian, (104) 43.8% Female and (115) 48.5% Male
- Special Education (16) 6.7%: (12) 75% White, (4) 4% African Americans, >1% Hispanic (9) 56% Male (7) 43% Female
- 504 (21) 9.5%: (12) 57.1% White, (8) 38% African American, (1) 4.7% Hispanic, (15) 71.4% Male, (6) 28.5% Female
- Students in Special Programs Attending College: (36)
- Student transfers: (50) 21% (45) 90% White, (4) 8% African American, 1% Hispanic, (27) 54% Male and (23) 46% Female
- Graduation rate: 96.4% Graduation,

Comprehensive Needs Assessment

Demographics Summary (Continued)

1.7% Completion/Dropout and
1.7% GED

Student Achievement

Student Achievement Strengths

Student Achievement Strengths

Monitoring of student achievement: DMAC, TxEIS, Progress reports, Report cards, failure reports, CBA's, STAAR, ACT/SAT and PSAT, ASVAB, Contact Logs, Mentor Groups

STAAR Performance in Alg I, Biology, English II and US History were >96% (meeting standard)

Rtl (Response to Intervention) opportunities built into the High School schedule

STAAR tutorials during the summer months preceding the Summer STAAR retest

STAAR tutorials during the fall months preceding the Fall STAAR retest

Student Achievement Weaknesses

Student Achievement Weaknesses

Discipline referrals indicated student discipline has been an issue but has continuously improved since 2014

Classroom management is a concern in certain areas

STAAR performance in English I is <90% (met standard)

STAAR performance in English II is <80% (met standard)

Continually experiencing low performance in African American, At-Risk and ECD

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Lack of alignment with classroom performance and STAAR performance

Student Achievement Needs

Student Achievement Needs

Offer incentives for classroom attendance rates

Improve classroom management policies and procedures

Strategies to target AA, At-Risk and ECD student populations

Align instruction and assessment to the TEKS and STAAR

Use data/reports generated by different data sources to determine students area of needs

Increase writing scores

Increase the importance and relevance of school to real world applications

Student Achievement Summary

Student Achievement Summary

STAAR Performance: Alg. I 100%, Biology 100%, English I 85%, English II 71% and US History 96%

Algebra I did not meet expectations: <1%

Biology did not meet expectations: <1%

English I did not meet expectations: (23) (17) 73.9% Male, (6) 26% Female, (11) 47% White, (11) 47% African American, <1% Hispanic, 86.9% At-Risk and (6) 26% ECD

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

English II did not meet expectations: (25) (17) 68% Male, (8) 32% Female, (12) 48% White, (13) 52% African American, (21) 84% At-Risk and (8) 32% ECD

STAAR summer tutorials: (12) awaiting results for summer retest

Student performance in content areas consistent with STAAR performance only 80% of the time (students can fail the content area course but still meet state performance guidelines on standardized tests or students can pass the content area and not be successful on state performance guidelines on standardized tests)

School Culture and Climate

School Culture and Climate Strengths

School Culture and Climate Strengths

Additional privileges being offered for appropriate behavior

Discipline is fair, consistent and administered appropriately

Teachers adapt instruction according to state objectives and expectations

Exceptional participation in extra-curricular activities including: Beta, FCA, Boys Athletics, Girls Athletics, UIL, Student Council, One Act Play, Band and Ag

Safe environment: closed campus, security cameras, digital monitoring on district transportation, staff monitoring assignments and designated staff and student parking, appropriate emergency drills/plan of action, school resource officer in central location.

Improvements to the campus: yearly wax treatment for floor maintenance, painting for classrooms and upgraded technology instruments upon request and review

Continually upgrading safety features including: camera maintenance, required access front doors, evacuation drills and lockable access points

School Culture and Climate Weaknesses

School Culture and Climate Weaknesses

African American participation in Beta Club is low

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

African American participation in Student Council is low

Fiscal buildings are out of date (built in 1968)

Lack of locker space

Lack of input from prior graduates

Limited college information shared with students

School spirit is low

Importance of UIL academics is low

School Culture and Climate Needs

School Culture and Climate Needs

Increase staff involvement in activities: fundraisers, bonfires, extra-curricular activities, prom, graduation, project graduation and the formation of clubs

Implement strategies associated with continuously improving student performance and understanding of: PSAT/SAT/ACT/TSI/ASVAB/

Increase involvement of African American Students in BETA

Increase involvement of African Americans in Student Council

Increase attendance with privileges: designated cell phone areas, designated times for food and drinks, designated music listening stations and gym opportunities, six week popcorn/pizza

Utilize effective classroom management techniques to ensuring students instruction time is maximized

Implement staff and student surveys to identify specific areas of needs

Increase technology components and facilities to attract highly qualified personnel

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

Increase the importance of academic UIL

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Staff Quality, Recruitment and Retention Strengths

20 highly qualified teachers achieved by the end of 2015-2016, one paraprofessional secretary, 2 teachers with certificates, one certifiable counselor, one principal, one band director, one athletic director

4 teachers have earned a masters degree

>50 percent of the teachers are certified in more than one HS content

Recruiting: small class size, \$4,280 above base, professional development opportunities and effective discipline and support from administration

>85% of the high school staff are Highly Qualified

Campus training: Gifted and Talented, increasing rigor techniques, curriculum, school improvement, and Google

Staff Quality, Recruitment and Retention Weaknesses

Staff Quality, Recruitment and Retention Weaknesses

Incentives at surrounding schools take highly qualified applicants and employees away from the district

Retracted the 50/50 for a master degree incentive

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

Reasons for staff absences are not identified and addressed

Lack of teacher support/understanding of professional development

Staff lacks understanding that TTESS evaluations are important

Staff development plans need to be a collaborative decision

Shortage of DC teachers on staff

Staff Quality, Recruitment and Retention Needs

Staff Quality, Recruitment and Retention Needs

Pursue additional incentives to added to the stipend schedule

Provide staff appreciation to build moral and increase staff attendance rate

Build support for professional development

Encourage teachers to earn masters degrees in core content areas

Improve professional development schematic approach to address teacher needs

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

STAAR Performance: History 96%, Alg. I 100%, Biology 100%, English I 85%, and English II 71%

Distinctions:

State Ratings

Process of evaluations: Progress reports, Report cards, CBA assessments, quizzes and various check for understanding activities, Bell Ringers, Free Time Gazette, Curriculum across cross contexts

Interventions added to student instruction: voluntary tutorials, Rtl periods and mandatory EOC tutorials

Curriculum, Instruction and Assessment Weaknesses

Curriculum, Instruction and Assessment Weaknesses

Teachers using student data to plan instruction

Additional measures to align curriculum with state assessment and objectives

Teacher understanding of requirements to follow accommodations and modifications properly

Teacher understanding of properly meeting the higher level needs of students categorized as gifted and talented

Teachers training in differentiated instruction and understanding the importance of assessing students needs on a daily basis

Teacher knowledge and understanding of how to incorporate appropriate technology into the instructional learning process

Not enough emphasis on CBA and lesson plans

Lack of understanding the importance of providing instruction for Gifted and Talented students

Lack of curriculum planning meetings by department

Lack of vertical alignment between campuses

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Curriculum, Instruction and Assessment Needs

Set criteria for using data reporting software

Ensure teachers fully understand how to generate reports that will be helpful in planning to meet student's individualized needs

Provide advanced-level instruction to Gifted and Talented students

Teacher training for implementing technology into instruction

Teacher training on differentiated instruction

Identify the preferred learning style of each student and work to implement instructional strategies that target the student's style

Teacher knowledge and understanding of their subject area TEKS

Increase opportunity for department planning

Increase opportunity for vertical alignment between campuses

Curriculum, Instruction and Assessment Summary

Curriculum, Instruction and Assessment Summary

Teachers have DMAC, TxEIS and Gradebook accounts to access specific reports regarding student performance, attendance and discipline

Teachers must incorporate appropriate technology into the instructional learning process to reach all students

Processes for monitoring, evaluating and renewing curriculum: Progress reports, Report cards, CBA assessments, semester exams, quizzes, parent contact logs, bell ringers, exit tickets, and activities to check for understanding

Instructional strategies are monitored by several different groups including: teachers, principal, counselor, special ed director, diagnostician, and curriculum director

Effective instructional design maximizes student engagement, creates a positive learning climate, allows for high order thinking and facilitates problem solving

Teachers submit instructional lesson plans on a weekly basis which includes TEKS addressed during instruction

Schedule includes EOC remediation and RtI

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Must increase opportunities that allow for department and campus alignment

Family and Community Involvement

Family and Community Involvement Strengths

Family and Community Involvement Strengths

Parents are supportive of the campus

Parent involvement activities: extra-curricular activities, booster clubs, banquets, Project Graduation, Academic Awards event, Noble Scholar awards, recognition nights, Parent Portal, senior nights, pep rallies, open house, etc

Mandatory parent contact logs

Use of web-based contact tools: Parent Portal, Edmodo, Remind, Blackboard Connect, etc

Employees fluent in Spanish on staff

Opportunity for seniors that are on track to complete all graduation requirements to participate in a career prep program

Opportunity for seniors that are on track to complete all graduation requirements to participate in a SAT/ACT prep program.

Community/school partnership awards 7 scholarships on a yearly basis

Community partnership activities: Stand up for Cancer, Pink-out game, Angel tree, donation of school supplies and food pantry

Family and Community Involvement Weaknesses

Family and Community Involvement Weaknesses

Public attendance in areas other than extra curricular activities is low

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Limited student/parent participation in 504 and Special Education meetings

Limited community member volunteers for activities: site based decision making committee, school board meetings and public announcement meetings

Limited college activities and information sessions that include parents

Recognizing importance parent input has in student scheduling

Family and Community Involvement Needs

Family and Community Involvement Needs

Increase parent/community attendance/involvement in educational changes/needs/decisions

Explore ways to make parent/community attendance meaningful

Design activities and meetings in which the parents and community members feel their recommendations are meaningful

Conduct evening scheduling meetings where parents can participate

Offer evening college information nights

Family and Community Involvement Summary

Family and Community Involvement Summary

Meet the Teacher Night: (110) 46.4% of the student parent population attended (2015-2016)
September 12

Freshman Orientation: (46) 83.6% of the freshman parent population attended (2015-2016)
August 10

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Career prep course with 2 regular ed and 2 special ed students enrolled

No evening scheduling meetings conducted except for incoming Freshman

One FASFA night held

One College night held

School Context and Organization

School Context and Organization Strengths

School Context and Organization Strengths

Class size averages 12-15 students

School schedule has built-in RtI (Response to Intervention), EOC tutorial periods, personal finance responsibility, and ACT/SAT prep

Other than the state mandated STAAR, teachers have the ability to act professionally in determining what assessments best fit their students as well as subject area

Campus expectations are directly aligned with the mission of Garrison ISD

School expectations are related to all aspects of school performance including: STAAR results, low failure rates, ACT/SAT performance, CBA performance

School Context and Organization Weaknesses

School Context and Organization Weaknesses

Most all teachers choose to waive their end of year evaluation meeting but will no longer with TTESS

Staff meetings do not include professional development opportunities

Comprehensive Needs Assessment

School Context and Organization Weaknesses (Continued)

Serving on committees is not viewed as important to staff members

College and career readiness/preparation concerns have been expressed by parents

UIL Academic concerns have been expressed by parents

Department meetings are minimal

Vertical alignment between campuses are minimal

School Context and Organization Needs

School Context and Organization Needs

Ensure students are provided the proper knowledge to complete course selections for the upcoming year

Course requests and student interest surveys need to be administered early in the process of designing schedules for the upcoming school year

Allow teachers an opportunity to provide information regarding the upcoming scheduling process

Develop a criteria associated with the admittance into elective courses

Provide opportunities for guidance and improvement on the ACT/SAT exam

Identify how college and career readiness is being addressed

Identify new ways to increase college and career readiness

More/additional dual credit options/opportunities

Increase opportunities for teachers to meet by department and across district growth.

Incorporate an education foundation made up of teachers and parents

Comprehensive Needs Assessment

School Context and Organization Summary

School Context and Organization Summary

Resources are devoted to support the campus

In most instances, there is one teacher per content, per grade level to increase consistency

Teachers and coaches devote time for tutorials on a weekly basis

Monthly faculty meetings allow teachers the opportunity to voice opinions about school operating procedures

Teachers use many different forms of assessments throughout the year including: daily assignments, tests, quizzes, CBAs, semester exams, online generated quizzes and the STAAR test

Committees associated with the High School Campus : Site Based Decision Committee, Bulldog Band Boosters, Bulldog Athletic Boosters, FFA Backers, and Prom Committee

Technology

Technology Strengths

Technology Strengths

Technology: Elmo, video projector, SmartBoards, LCD televisions, LCD monitors, BYOD (bring your own device stations), additional wireless access points, increase google chrome books, and mobile laptop cart

Software: Web 2.0 tools, Powtoons, Remind, Edmodo, Poll Everywhere, Google, Study Island, Gizmos, etc

Additional ports have been added for better access as well as additional space on the network

Teacher/staff tools to support curriculum, instruction, assessment, attendance, discipline, scheduling, credits, GPA, funding, DMAC and TxEIS

Technology Weaknesses

Technology Weaknesses

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

The virtual lab experiments, as well as interactive worksheets, have been a learning process

Staff proficiency with technology is less than optimal

Student proficiency with technology is less than 100%

Lack of consistent staff approach to implementing technology in the classroom

Not all staff is supportive and open to implementing a paperless, full technology classroom setting

Barriers associated with technology: firewall settings prevent access to resource information and lack of technology for every student (only enough for 45% of student population at the same time)

Funding prevents mass purchase which results in different devices and different levels of capabilities

Technology Needs

Technology Needs

Teacher training in implementing technology in classrooms

Multiple ways to implement technology

Increased availability of technology

Continue to purchase additional technology (laptops, tablets, etc)

Identify staff members personal weaknesses with technology

Use technology for effective instruction

Continue to purchase additional software

Comprehensive Needs Assessment

Technology Summary

Technology Summary

Staff technology proficiency is approximately 60%

Student technology proficiency is >80% but <100%

Approximately 50% of staff is supportive and open to implementing a paperless, full technology classroom setting

Campus updated to 40 megs/sec and upgraded servers

Campus changed operating systems in 2014-2015 school year from Novell to Microsoft 2008 or 2

Campus is gradually shifting toward a google campus

Google Chrome books are added additions/resources to instruction

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 GARRISON H S (174903001) - GARRISON ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- 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.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

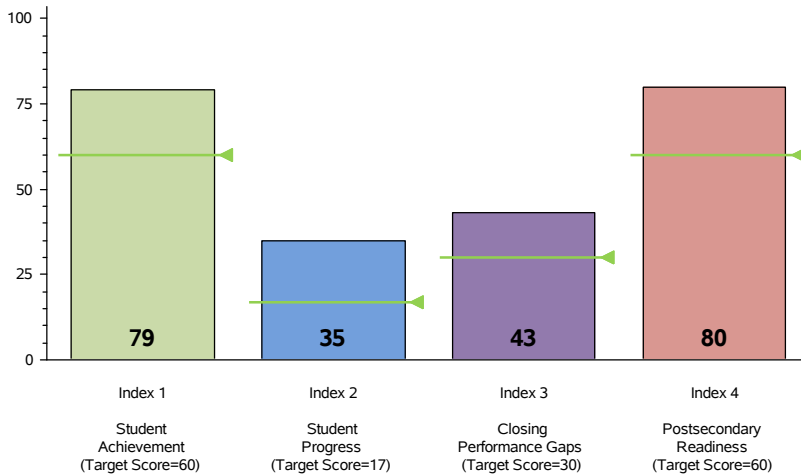
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	224	285	79
2 - Student Progress	141	400	35
3 - Closing Performance Gaps	342	800	43
4 - Postsecondary Readiness			
STAAR Score	10.8		
Graduation Rate Score	24.2		
Graduation Plan Score	20.5		
Postsecondary Component Score	24.3		80

Campus Demographics

Campus Type	High School
Campus Size	226 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	36.3
Percent English Language Learners	0.0
Mobility Rate	7.8

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	8 out of 10 = 80%
Participation Rates	6 out of 6 = 100%
Graduation Rates	2 out of 2 = 100%
Total	16 out of 18 = 89%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 Index 1: Student Achievement Calculation Report
GARRISON H S (174903001) - GARRISON ISD

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Level II Satisfactory Standard	Index Points
# at Level II Satisfactory Standard	88	39	-	49	48	224		
Total Tests	136	41	-	52	56	285	79	79
Index 1 Score (Target = 60)								79

* 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 H S (174903001) - GARRISON ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Performance											
All Subjects											
Percent of Tests											
% at Level II Satisfactory Standard	79%	67%	88%	82%	-	-	-	70%	38%	70%	-
Number of Tests											
# at Level II Satisfactory Standard	224	42	15	160	-	-	-	7	15	88	-
Total Tests	285	63	17	195	-	-	-	10	39	125	-
Reading											
Percent of Tests											
% at Level II Satisfactory Standard	65%	44%	86%	72%	-	-	-	*	27%	52%	-
Number of Tests											
# at Level II Satisfactory Standard	88	14	**	67	-	-	-	*	6	31	-
Total Tests	136	32	**	93	-	-	-	*	22	60	-
Mathematics											
Percent of Tests											
% at Level II Satisfactory Standard	95%	100%	*	93%	-	-	-	*	*	91%	-
Number of Tests											
# at Level II Satisfactory Standard	39	9	*	27	-	-	-	*	*	21	-
Total Tests	41	9	*	29	-	-	-	*	*	23	-
Writing											
Percent of Tests											
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-
Science											
Percent of Tests											
% at Level II Satisfactory Standard	94%	91%	*	95%	-	-	-	*	*	87%	-
Number of Tests											
# at Level II Satisfactory Standard	49	10	*	35	-	-	-	*	*	20	-
Total Tests	52	11	*	37	-	-	-	*	*	23	-
Social Studies											
Percent of Tests											
% at Level II Satisfactory Standard	86%	82%	83%	86%	-	-	-	*	*	84%	-
Number of Tests											
# at Level II Satisfactory Standard	48	9	**	31	-	-	-	*	*	16	-
Total Tests	56	11	**	36	-	-	-	*	*	19	-

* 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.