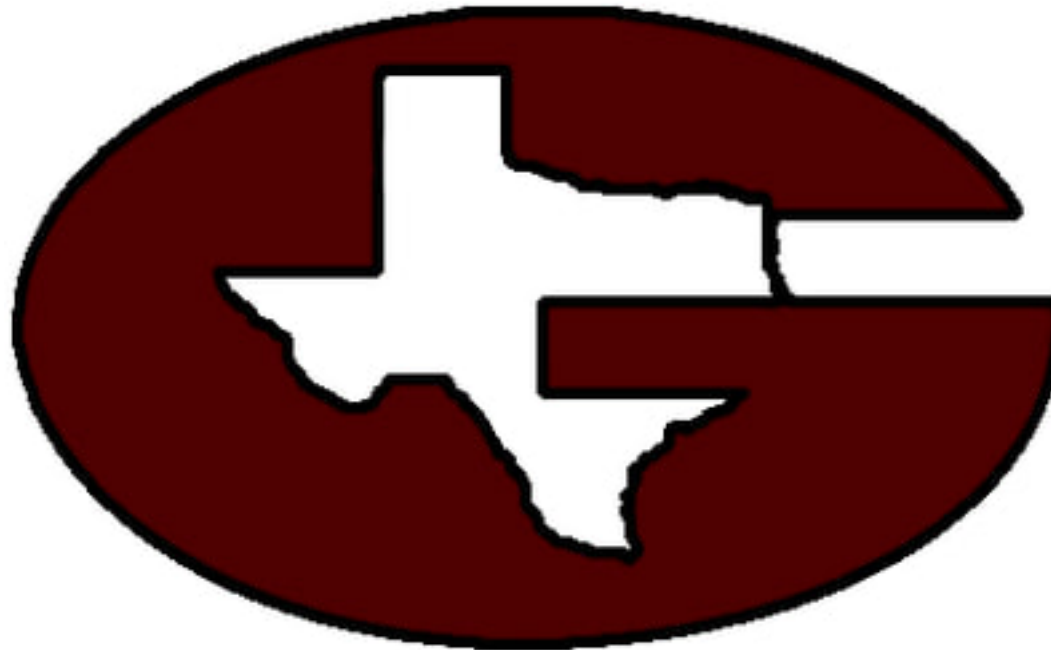


**GARRISON ISD**  
**District Improvement Plan**  
**2022/2023**

*Home of the Fighting Bulldogs!*



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

10/13/2022

# GARRISON ISD

## **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 ISD 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.

# 10 Components of a Title I, Part A Schoolwide Program

The components listed below are documented throughout this plan.

- 1. Comprehensive needs assessment** – This assessment is of the entire school population with information about the academic achievement of children in relation to the state academic content standards.
- 2. Schoolwide reform strategies** – Utilize strategies that a) provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement, b) use effective methods and instructional strategies based on scientific research, c) address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the school-wide program, d) address how the school will determine if such needs have been met, and e) are consistent with the state plan and any local improvement plans.
- 3. Instruction by highly qualified teachers** – All teachers are certified for the position and teaching assignment that they hold.
- 4. High-quality and on-going professional development** – Professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to improve teaching and learning and enable all children in the school to meet the state academic content standards.
- 5. Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of highly qualified teachers in order to match high need learners with effective teachers to enable all students to meet the state academic content standards.
- 6. Strategies to increase parental involvement** – This is done through means such as family nights for literacy, math, and science. A campus Parent Involvement Policy outlines opportunities for involvement at the school. The School - Parent Compact defines shared responsibilities for academic achievement.
- 7. Transition from early childhood programs** – Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Early Reading First, or a state-run preschool program to local elementary school programs. Local LEA guidance utilizes transition activities for college and career readiness for secondary schools.
- 8. Measures to include teachers in the decisions regarding the use of academic assessments** – Teachers provide information on the achievement of individual students and on improving the overall instructional program (primarily through data analysis).
- 9. Effective, timely additional assistance** – There is effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. The students’ difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
- 10. Coordination and integration of federal, state, and local services and programs** – At all levels, services and programs are coordinated to best address student needs including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, and more.

# Strategic Priorities and Recommended Uses of Funds

TEA has defined four strategic priorities to support the agency’s goal of preparing every child for success in college, a career, or the military. The recommended uses of funds linked below are designed to help grantees align their grant fund expenditures with those priorities.

Strategic Priority	Recommended Use of Funds
<a href="#">Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals</a>	<a href="#">Instructional Leadership Development</a>
	<a href="#">Principal Support and Supervision</a>
	<a href="#">Strategic Compensation</a>
	<a href="#">Teacher Leadership/Master Teachers</a>
<a href="#">Strategic Priority #2: Build a Foundation in Reading and Math</a>	<a href="#">Blended Learning Math Programs</a>
	<a href="#">K–2 Reading Interventionists and Reading Intervention Teams</a>
	<a href="#">Middle School Matters</a>
	<a href="#">PK–3 Systems Alignment</a>
	<a href="#">High-Quality Pre-Kindergarten Initiatives</a>
	<a href="#">High-Quality Pre-Kindergarten Partnerships</a>
	<a href="#">School Safety, Culture, and Climate Initiatives</a>
<a href="#">Strategic Priority #3: Connect High School to Career and College</a>	<a href="#">AP and IB Incentive Program Including Teacher Training</a>
	<a href="#">Communities In Schools (CIS)</a>
<a href="#">Strategic Priority #4: Improving Low-Performing Schools</a>	<a href="#">Close and Consolidate Low-Performing Schools</a>
	<a href="#">Redesign and Restart Low-Performing Schools</a>
	<a href="#">Redesign and Restart Low-Performing Schools as Campus Charters</a>
	<a href="#">Replicating Successful School Models</a> <a href="#">School Improvement Partnerships</a>

# Every child, prepared for success in college, a career or the military.

## Strategic Priorities

RECRUIT → SUPPORT → RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading and  
math



Connect high school  
to career and col-  
lege



Improve low-per-  
forming schools

## Enablers



Increase **transparency, fairness** and **rigor** in district and campus  
academic and financial performance



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



Strengthen **organizational foundations**  
(resource efficiency, culture, capabilities, partnerships)

# GARRISON ISD Site Base

Name	Position
Uribe, Eugenia	ESL Coordinator / HS Counselor
Huggins, Christy	RTI Teacher
Konderla, Julia	PK - 8 Counselor / GT
Beavers, Brandon	Elem Behavior Intervention
Roberts, Amy	Math
Lindgren, Darla	ELA
Fuller, Laurie	Special Ed
Hill, Colleen	Administrator
Spivey, Reid	Superintendent
Land, Monica	teacher
Brewer, Chelsea	parent
DeSha, Lorna	parent
Castillo, Ana	parent
Parrish, Brandice	parent
Prince, Jackie	Elem ELAR
Helmer, Kevin	Technology Director
Feldman, Sarah	parent
Jeans, Tori	CTE teacher
Winder, Jordan	parent
Burgin, Brintni	parent
Souza, Michael	parent
Souza, Kitzi	parent
White, Jana	Elem Principal
Hunt, Shelly	parent
Jopling, Tiffany	Nurse

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Accountability Reports  
Class Schedules  
Disaggregated STAAR Data  
DMAC Reports  
Enrollment Reports  
Mobility Rates  
Special Programs Evaluations  
Special Student Populations

### Demographics Strengths

- Low student to teacher ratio in most grade levels
- Low mobility rate
- Increased student enrollment
- Early identification of special populations
- Mainstreamed classrooms
- Differentiated instructional strategies at elementary
- Sub-populations performing above state levels on most state assessments
- High participation in CTE courses
- Diverse population participating in CTE courses
- Increased counseling support for all students

### Demographics Weaknesses

- Over representation of AA in Special Education

# Comprehensive Needs Assessment

## Demographics Weaknesses (Continued)

- Percentage of students with dyslexia higher than state average
- Increase in students requiring counseling services
- Staff demographics vs student demographic (under-representation of AA population in staff)
- Lack of support for special populations in MS and HS
- Overall SpEd performance on STAAR
- Overall AA not meeting targets for Closing the Gaps
- Ratio of Sped staff to Sped students higher than state average
- Percentage of G/T identified students lower than state average

## Demographics Needs

- Differentiated instruction in all classrooms in order to meet the needs of all subpopulations
- Increased support for students with dyslexia including specific, research-based dyslexia instruction
- Increase intervention support for struggling students, targeting SpEd, Eco-Dis, and EL
- Improve Special Education performance in core subject areas
- Increase support staff for students in special populations
- Decrease ratio of special education students to special education staff to move closer to state average
- Work to identify more students as G/T

## Demographics Summary

We will continue to frequently monitor and assess all students in order to identify at-risk and struggling learners and provide early interventions. We will continue to strive for individual student growth in all areas by providing differentiated instruction and supports for sub-populations.

## Student Achievement

### Student Achievement Strengths

- Student STAAR performance

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

- Improved Spec Ed performance on STAAR
- RTI in elementary
- Small class sizes
- Use of DMAC/NWEA to disaggregate student data
- Team teaching in elementary and middle school
- Increase in CTE certification opportunities
- Graduation rates
- Growth status targets met in ELAR for all student subpops
- Increased Reading/English STAAR scores from 2021 to 2022
- Increased Social Studies STAAR scores from 2021 to 2022
- Growth in STAAR performance in all subjects for Eco-dis population
- Increase in students graduating college/career/military ready
- Increase in number of students taking dual credit courses

## Student Achievement Weaknesses

- Decreased STAAR performance in Math from 2021 to 2022
- AA STAAR performance
- SpEd STAAR performance in ELAR
- TSI performance
- No set tutorial times to implement HB4545 requirements
- Academic Growth targets not met in math

## Student Achievement Needs

- Continued focus on individual student growth
- More small group and differentiated instruction
- Additional interventions for struggling learners
- Increase number of students taking dual credit
- Increase number of students graduating with industry-based certifications

# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

- Increase teacher responsibility for RTI
- Teacher training on interventions and working with sub-populations
- Utilize assessment data to drive instruction
- Explore SAT/ACT prep courses for students not requiring HB4545
- Encourage more students to take ACT and/or SAT
- Provide/purchase additional materials/resources to improve student growth and achievement
- Ensure that students pursuing an IBC are enrolled in an aligned program of study
- Track CCMR for all HS students
- Maintain summer school staff to better comply with HB4545 requirements
- RTI in Middle School
- G/T pullout + identification + curriculum

## School Culture and Climate

### School Culture and Climate Data Sources

Class Schedules  
Classroom Walkthroughs/Observations  
Discipline Referrals  
Parent Participation  
Sign-In Sheets  
Staff Patterns & Shortages  
Survey and Interviews of Students/Staff/Parents

### School Culture and Climate Strengths

- Routine emergency drills
- Use of district website, Facebook, Twitter and call-outs for communications
- Active Athletic, Ag, and Band booster clubs

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

- Small class sizes
- Low number of severe discipline incidences
- Monthly campus faculty meetings
- Good community participation in online surveys to collect information
- Increase in parental involvement due to private class facebook groups at the elementary
- Elementary and Middle School Guidance lessons
- Parent portal allowing parents to monitor student grades and attendance
- Weekly staff spirit shirt days
- Strong student involvement in extra-curricular activities
- Facilities upkeep maintained
- Staff and students feel safe
- Consistent SEL curriculum with K-8 counselor
- Increase in stipends for extra-curricular sponsors
- Thanksgiving bonuses for employees
- BOY shopping spree for teachers

## School Culture and Climate Weaknesses

- Few/No opportunities for parent involvement with scheduling
- Lack of input from prior graduates
- Few/No HS guidance lessons
- Little follow up on guidance lessons throughout the year
- Tardies/early pick-ups at the elementary

## School Culture and Climate Needs

- Increase/streamline SEL curriculum and guidance lessons at all campuses
- Utilize the SRO and school counselors to decrease student absences
- Increase staff involvement in activities outside the classroom
- Implement surveys to identify specific areas of need
- Continue to communicate with students, parents, and community using all available media

# Comprehensive Needs Assessment

## School Culture and Climate Needs (Continued)

- Increase drug/alcohol awareness education
- Provide career day opportunities by inviting professionals to speak with students
- Update HS facility
- Update/improve security throughout the district and at school events
- Continually assess security camera system for functionality and blind spots

## School Culture and Climate Summary

GISD utilizes staff and community surveys to assess culture and climate and collect specific information when required. We will continue to provide a safe and secure learning environment with small class sizes and good participation in extra-curricular activities. We will provide more guidance lessons, drug/alcohol awareness and social/emotional learning opportunities.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff  
Professional Development Records/Transcripts  
Sign-In Sheets  
Staff Development  
Staff Patterns & Shortages

### Staff Quality, Recruitment and Retention Strengths

- Small class sizes
- Opportunities for varied professional development
- Mentors assigned to all new teachers at every campus
- Region 7 co-op memberships to support staff PD
- Teacher salaries above state base
- Majority highly qualified staff

# Comprehensive Needs Assessment

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

- Teachers actively voice needs/concerns and collaborate effectively to solve problems
- High number of veteran teachers
- Retention/Recruitment Bonuses
- Stipends offered for high needs subject areas
- Attendance incentives (admin sub for day)
- Holiday Bonuses
- Increased opportunities for structured content-specific training and collaboration
- Participation in Teacher Career Fairs at surround colleges and service center
- Training provided based on staff feedback
- Frequent surveys to gauge teacher morale and to get feedback
- Planning days provided for teachers throughout the school year

## Staff Quality, Recruitment and Retention Weaknesses

- Loss of teachers to higher paying surrounding districts
- Lack of teachers qualified to teach dual credit courses
- Little training for teachers in working with special populations
- Paras without certifications
- 0% of staff Nationally Board Certified or Certified "Master" Teachers

## Staff Quality, Recruitment and Retention Needs

- More core certified and/or experienced teachers at the secondary level
- More dual credit teachers
- Match professional development with student needs and teacher weaknesses
- Professional development in working with sub-populations
- More admin follow up to professional development
- Increased teacher incentives for classroom incorporation of technology
- Continue membership in Region 7 co-ops
- 100% teacher qualified for subjects/grades assignments
- 100% certified paras

# Comprehensive Needs Assessment

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

- Increase staff with National Board Certification or Master Teacher distinction
- Continue to work towards an approved Teacher Incentive Allotment Plan

## Staff Quality, Recruitment and Retention Summary

GISD will continue to provide a safe, friendly, supportive working environment that values employees and strives for professionalism. The district will continue to offer competitive pay and benefits. We will continue to provide varied professional development opportunities for staff, support for new teachers, and opportunities for staff feedback and collaboration.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

Accountability Reports  
Disaggregated STAAR Data  
DMAC Reports  
Principal Reports  
Report Card Grades

### Curriculum, Instruction and Assessment Strengths

- Adequate curriculum resources
- Region 7 Core co-op membership
- RTI/tutorials/EOC remediation
- ESL certified teachers
- Dual credit opportunities
- Full-time reading interventionist at elementary
- Dyslexia identification and intervention program
- Aligned, systematic, data driven dyslexia programming (lexercise)
- MS students earning HS Algebra I credits

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

- Technology in every classroom with long term plan for update and maintenance
- Students are 1:1 with chromebooks in grades 2-12
- TEKS resource system for vertical alignment
- Regular CBAs and assessments and data analysis
- Overall STAAR performance
- Curriculum collaboration and alignment opportunities at all levels
- NWEA MAPS Growth testing at all levels (reading, math, science)

## Curriculum, Instruction and Assessment Weaknesses

- Little/no cross-curricular involvement at the secondary level
- Little differentiated instruction
- Limited tech in grades pk-1
- Teacher understanding/documentation of the use of accommodations/modification
- Lack of Tier 3 math intervention
- Few CTE classes at the middle school

## Curriculum, Instruction and Assessment Needs

- Teacher training in use of student data
- G/T certifications for all gen ed teachers
- Opportunities for data analysis in curriculum teams
- Teacher training in differentiated instruction/assessment
- Teacher collaboration time with specific goals
- More training, implementation, and follow-up on highly effective instructional methods
- Increased curriculum alignment, instruction, and assessment at the rigor of TEKS
- STAAR level assessments
- Updated and additional curriculum resources and supplies as needed
- Math intervention program at the elementary
- Aligned CTE programs of study with IBC opportunities

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs (Continued)

- Training for NWEA data interpretation

## Curriculum, Instruction and Assessment Summary

The district will continue to provide TEKS Resource system and other tools for alignment. The curriculum director will create opportunities for curriculum collaboration in core subjects, and work with the CTE department to align programs of study.

## Family and Community Involvement

### Family and Community Involvement Data Sources

Community Input  
Parent Participation  
Sign-In Sheets

### Family and Community Involvement Strengths

- District/Campus call-out system
- District website, social media presence, marquee
- Parent Portal - more engagement due to online registration
- Athletic, Band, and Ag Boosters
- Translations for Spanish-speaking students and parents
- Community pep rallies
- Awards programs
- Christmas programs
- Field Day
- Jump for Heart
- Honoring First responders and military at home football game
- Garrison Ring of Honor

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

- Veteran's Day program
- USO show
- FASFA night
- GHS orientation nights by grade level
- Extracurricular activities with parent and community involvement
- Community/school partnerships awarding scholarships on a yearly basis
- Class/Organization Remind accounts
- Bloomz/Class Dojo at elementary
- Private Facebook groups for elementary classes
- Meet the Teacher/Open House
- Community partnership activities: Stand up for Cancer, Pink-out games, Angel tree, etc

## Family and Community Involvement Weaknesses

- Curriculum not accessible for parents (no curriculum nights)
- No prep sessions for ACT/SAT
- No College Fair
- Lack of PTA/PTO
- Few/No informational sessions about college prep for parents
- Few/No informational sessions about STAAR/curriculum for parents
- Limited community member volunteers for committees
- Little/no community member attendance at board meetings

## Family and Community Involvement Needs

- SAT/ACT Bootcamp prep program
- Career Week/ CTE Fair)
- College Fair
- Active PTA/PTO (not sports related)
- College information nights

# Comprehensive Needs Assessment

## Family and Community Involvement Needs (Continued)

- Annual parental involvement survey
- Campus curriculum parent nights
- More opportunities for parent volunteers
- Guest career speakers in classrooms
- Scholarship awareness night
- More student/ organization recognition at Board Meetings
- Board Meetings advertised on social media

## Family and Community Involvement Summary

The district will continue to communicate with parents and community, and provide opportunities for parental/community involvement.

## School Context and Organization

### School Context and Organization Data Sources

Accountability Reports  
Class Schedules  
DMAC Reports  
Highly Qualified Staff  
Special Programs Evaluations  
Special Student Populations

### School Context and Organization Strengths

- All campuses in one location
- Team teaching at Elementary and MS
- Grade level team meetings at elementary
- DMAC/Success Ed for documentation and tracking
- Strong participation in extra-curricular activities

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

- Monthly scheduled faculty meetings
- Summer STAAR test remediation
- WIN (What I Need) time incorporated into all elementary schedules to facilitate small group interventions and extensions
- Participation in Nacogdoches County DAEP
- Participation in Nacogdoches County SPED Co-op
- Credit recovery courses offered at HS
- Increased opportunities for guidance lessons and implementation of SEL curriculum

## School Context and Organization Weaknesses

- Lack of active PTO
- Few opportunities for students to solve school problems
- Tutorials throughout the district
- Lack of certified librarian
- Lack of math intervention
- The SpEd student to SpEd staff ratio

## School Context and Organization Needs

- Full time counselor to provide SEL opportunities and guidance lessons
- Continue to employ a full-time reading interventionist at elementary
- Increase math intervention opportunities
- Provide training for tier 1 and 2 classroom interventions
- More student data analysis and targeted instructional changes made based on data
- Active PTO
- Increase surveys to include student and staff input
- Four year plans created and updated yearly for all students in grades 8-12
- Provide RTI specialist to streamline district RTI program
- Tutorials at all levels

# Comprehensive Needs Assessment

## School Context and Organization Summary

We will increase collaboration opportunities for teachers, and analyze student data to make changes in instruction and programs. We will increase SEL opportunities and guidance lessons.

## Technology

### Technology Data Sources

Classroom Walkthroughs/Observations  
Community Input  
Resource Inventories  
Sign-In Sheets

### Technology Strengths

- Increased instruction with technology
- Use of web-based programs and activities with students
- Campuses using technology to communicate with stakeholders
- Purchase of Region 7 digital learning co-op
- Classroom technology includes document cameras, student laptops, teacher chromebooks, and smartboards
- Portable laptops and computer labs available on all campuses
- 1:1 student/chromebook ration in grades 2-12
- Variety of software and web-based programs available for teacher and student use
- Student and teacher access to technology/internet at school
- Yearly Tech Ed professional development offered
- Keyboarding program purchased for elementary
- Long-term tech plan for upkeep and replacement of devices in place

### Technology Weaknesses

# Comprehensive Needs Assessment

## Technology Weaknesses (Continued)

- Some teacher PCs are outdated
- Students lack mastery of technology TEKS
- Insufficient training for teachers on technology TEKS
- Lack of computer literacy classes at elem and MS
- Not all software programs vertically aligned
- Inadequate number of devices in grades pk-1
- Technology not incorporated in all classrooms efficiently
- Not all staff open to full implementation of technology in teaching
- No set plan for future technology needs
- Lack of internet in many students' homes

## Technology Needs

- Training for teachers for effective technology integration in all curriculum areas
- Follow-up on tech ed training throughout the school year
- Individual campus goals for incorporating technology
- Teacher training on technology TEKS
- Keyboarding/ computer literacy instruction at elementary and middle school
- Consistent enforcement of the accountability system for students utilizing district technology equipment
- Teacher accountability for technology incorporation
- Additional hardware for students and teachers
- Local opportunities for teachers to share ideas for integrating technology
- One to one student to computer access in all grade levels
- Additional tech help staff

## Technology Summary

GISD will continue to provide students and staff with up-to-date, functional technology equipment. The technology will be maintained, and teachers will be trained on teaching strategies to leverage technology to its fullest potential.

# GARRISON ISD

- Goal 1.** GISD students will acquire the knowledge and skills expected for each grade level and course of study.
- Objective 1.** The percentage of students in all student groups (All, Native American, Asian, African American, Hispanic, White, Two/More Races, ECD, Special Education) rated "Approaches", "Meets", and "Masters" on the STAAR tests will increase by 3%.
  - Objective 2.** The district drop-out rate will be 1% or less.
- Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.
- Objective 1.** 100% of students identified in special populations will be monitored for placement that ensures appropriate challenge and relative success.
  - Objective 2.** 100% of students will be provided guidance/counseling services.
  - Objective 3.** Increase SpEd STAAR scores "Approaches level" on all STAAR test (grades 3 - Eoc) by 3% until a goal of 90% or more is attained.
  - Objective 4.** Increase Eco-Dis STAAR scores at "Approaches level" on all STAAR tests (grades 3 - EOC) by 3% until a goal of 90% or more is attained.
- Goal 3.** GISD 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.
- Goal 4.** GISD 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.
- Goal 5.** GISD will provide a school climate that is safe, drug-free, conducive to learning and promotes parent and community involvement.
- Objective 1.** Existing resources will continue to be utilized and additional measures will be incorporated to ensure the safety of 100% of the students.
  - Objective 2.** 100% of parents will have involvement in one or more of their student's educational activities.
  - Objective 3.** Provide a safe and healthy environment with high expectations for all students, showing a decrease in discipline referrals of 5%.
- Goal 6.** GISD will provide support structures to recruit, hire and retain effective, qualified staff.
- Objective 1.** Recruit, hire, and retain a 100% highly qualified staff.

# GARRISON ISD

## Goals

1. GISD students will acquire the knowledge and skills expected for each grade level and course of study.
2. GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.
3. GISD curriculum, instruction, and assessment will be aligned with the TEKS and delivered via highly effective, engaging practices.
4. GISD will incorporate technology and digital tools to advance teaching and learning and to connect students to real-world experiences.
5. GISD will provide a school climate that is safe, drug-free, conducive to learning and promotes parent and community involvement.
6. GISD will provide support structures to recruit, hire and retain effective, qualified staff.

# GARRISON ISD

## Objectives

- 1.1. The percentage of students in all student groups (All, Native American, Asian, African American, Hispanic, White, Two/More Races, ECD, Special Education) rated "Approaches", "Meets", and "Masters" on the STAAR tests will increase by 3%.
- 1.2. The district drop-out rate will be 1% or less.
- 2.1. 100% of students identified in special populations will be monitored for placement that ensures appropriate challenge and relative success.
- 2.2. 100% of students will be provided guidance/counseling services.
- 2.3. Increase SpEd STAAR scores "Approaches level" on all STAAR test (grades 3 - Eoc) by 3% until a goal of 90% or more is attained.
- 2.4. Increase Eco-Dis STAAR scores at "Approaches level" on all STAAR tests (grades 3 - EOC) by 3% until a goal of 90% or more is attained.
- 3.1. 100% of classrooms will implement a challenging curriculum with rigorous instruction to prepare students for higher levels of learning.
- 4.1. Technology will be implemented in 100% of classrooms to increase the effectiveness of instruction and student learning.
- 5.1. Existing resources will continue to be utilized and additional measures will be incorporated to ensure the safety of 100% of the students.
- 5.2. 100% of parents will have involvement in one or more of their student's educational activities.
- 5.3. Provide a safe and healthy environment with high expectations for all students, showing a decrease in discipline referrals of 5%.
- 6.1. Recruit, hire, and retain a 100% highly qualified staff.

# GARRISON ISD

**Goal 1.** GISD students will acquire the knowledge and skills expected for each grade level and course of study.

**Objective 1.** The percentage of students in all student groups (All, Native American, Asian, African American, Hispanic, White, Two/More Races, ECD, Special Education) rated "Approaches", "Meets", and "Masters" on the STAAR tests will increase by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer Mock STAAR assessments in all core areas. (Title I SW: 1,8) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	District Testing Coordinator, Principals, Teachers	January	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC Reports TEA testing platform
2. Administer curriculum based assessments (cba) and/or NWEA MAPS Growth tests in all core areas. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4)	Principals, Teachers	3 times per year	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Local, (S)State Compensatory Education	
3. Analyze/disaggregate test data by target areas. (Title I SW: 1,2,8) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Principals, Teachers	Annually, each six weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Local	DMAC Reports, Principal/Teacher Conferences
4. Monitor grades through Ascender software. (Title I SW: 6,9) (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 2,5)	Counselors, Principals	Every Three Weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Progress reports, Report cards
5. Use analysis of assessment results and classroom performance to ensure each student is achieving to their highest potential. (Title I SW: 1,8,9) (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Principals, Teachers	Each Six Weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement	DMAC Reports, Report Cards
6. Provide cba assessment analysis and/or NWEA Growth results reports to parents/guardians. (Title I SW: 6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,5)	Principals, Teachers	After each test	(L)Local, (S)State Compensatory Education	Summative - copies of data sheet sent home to parent
7. Provide increased reading opportunities and practice for all students. (Title I SW: 1) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Librarian, Principals, Teachers	Each Six Weeks	(F)Title I, (L)Local	Summative - Purchase orders, Circulation reports, Lesson Plans
8. Continue to expand and improve library and media resources. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,3,4,6,7)	Librarian	Annually	(L)Local	Purchase Orders

# GARRISON ISD

**Goal 1.** GISD students will acquire the knowledge and skills expected for each grade level and course of study.

**Objective 1.** The percentage of students in all student groups (All, Native American, Asian, African American, Hispanic, White, Two/More Races, ECD, Special Education) rated "Approaches", "Meets", and "Masters" on the STAAR tests will increase by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Purchase supplemental resources. (Title I SW: 1,2,3,4,6,9,10) (Title I SW Elements: 1.1,2,2.2,4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7) (ESF: 1.1,1.2)	Federal Programs Director, Principals, Teachers	Fall Semester	(F)Title I	Summative - Purchase orders
10. Purchase CTE curriculum for student success on Industry based certifications. (Title I SW: 1,9,10) (Title I SW Elements: 1.1,2.1) (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 1,6)	Business Manager, Federal Programs Director, Principals, Teachers	Fall Semester	(F)Title I	Summative - Purchase orders
11. Coordinate federal, state and local services/programs to enhance overall student achievement. (Title I SW: 1,10) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Business Manager, Federal Programs Director, Principals, Superintendent	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (F)Title VI, Part B Rural/Low Income, (L)Local, (S)State Compensatory Education	Summative - District Budget
12. Focus on increasing student percentages attaining "Approaches Level" on the STAAR test. (Title I SW: 1,2,3,4,10) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,7)	Principals, Teachers	Each Six Weeks	(F)Title I, (L)Local, (S)IMA, (S)State Compensatory Education	Summative - STAAR assessment results DMAC reports
13. Create a data base of students to target who did not achieve growth in previous year. (Title I SW: 1,2,8,10) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: 3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2)	Counselors, Director of Instruction, Principals, Teachers	First six weeks	(F)Title I, (L)Local	Criteria: At-risk report  Summative - List of students not achieving growth in previous school year.

# GARRISON ISD

**Goal 1.** GISD students will acquire the knowledge and skills expected for each grade level and course of study.

**Objective 2.** The district drop-out rate will be 1% or less.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance through Ascender software. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4)	Counselors, Principals, School Resource Officer	Monthly	(L)Local	Summative - TxEIS Reports
2. Continue dropout intervention and credit recovery programs. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,6)	Counselors, Principals	Each Semester	(S)State Compensatory Education	Summative - Course Completions, Graduation Rates
3. Offer options for students to complete coursework outside the traditional school day. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,4,6)	Counselors, Principals	Annually	(S)State Compensatory Education	Summative - Four year graduation rate
4. Offer remediation options for students who do not pass STAAR or required coursework. (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Principals	Each Semester, Summer	(F)Title I, (S)State Compensatory Education, (S)Student Success Initiative	Summative - Summer school attendance, Passing rates
5. Continue to assist students during pregnancy and postpartum. (Title I SW: 9,10) (Target Group: F) (Strategic Priorities: 4) (CSFs: 1,4,5,6)	Counselors, Teachers	As Needed	(L)Local	Summative - Progress Reports, Report Cards

# GARRISON ISD

**Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.

**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. Designate an ESL Coordinator who monitors ESL students and ensures programs, strategies and activities are implemented for ESL students. (Title I SW: 2,9) (Target Group: ESL,EB) (Strategic Priorities: 2,4) (CSFs: 1,2,3)	Counselors, ESL Coordinator, Principals, Superintendent	Annually	(S)ESL	Summative - TELPAS results, Progress Monitoring of Grades
2. Train teachers in the use of allowable accommodations for regular education and students in Section 504, ESL, RTI, and special education.. (Title I SW: 1,8) (Target Group: All,SPED) (Strategic Priorities: 2,4) (CSFs: 1,7)	District Testing Coordinator, Principals, SPED Teachers	First Semester	(S)Special Education	Summative - Meeting Agendas, Sign-In Sheets, Meeting Minutes, Staff Development Transcripts
3. Maintain membership and services from Nacogdoches County Special Education COOP. (Title I SW: 2,10) (Target Group: All) (Strategic Priorities: 4)	Business Manager, Director of Special Education COOP, Superintendent	Annually	(S)Special Education	District Budget Reports
4. Continue developing and implementing of RTI/Intervention program on each campus. (PBMAS, TAIS) (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Counselors, Principals, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory Education	Summative - Progress Monitoring, DMAC, Class Rosters
5. Continue to employ RTI/Intervention teachers to support struggling students. (1.65 FTE) (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,7)	Business Manager, Principals, Superintendent	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income	Summative - Student Logs, Class Rosters
6. Continue/expand school tutorials and individual classroom assistance for at-risk students. (Title I SW: 2,9) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,4)	Counselors, Principals, Teachers	Each Six Weeks	(F)Title I, (S)State Compensatory Education	Summative - Progress Reports, Report Cards, Failure Rates
7. Continue to employ a Dyslexia teacher to serve students in the Dyslexia program (1FTE). (Title I SW: 1,2,9) (Target Group: Dys)	Business Manager, Principals, Superintendent	Annually	(F)Title I	Summative - Teacher Class Lists, District Budget Reports
8. Continue full day Pre-K to aid transition	Business Manager, Principals,	Annually	(S)PreKindergarten Education	Enrollment Forms, Teacher Class

# GARRISON ISD

**Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.

**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
from early childhood to elementary. (2 FTE). (Title I SW: 7,10) (Target Group: PRE K) (Strategic Priorities: 2,4)	Superintendent		(PI32), (S)PreKindergarten Education (PI34), (S)State Compensatory Education	Lists
9. Encourage and provide opportunities for teacher training and implementation of pre-assessment, differentiation, flexible grouping, small group instruction and formative assessment. (Title I SW: 1,2,3,4,8,9) (Target Group: All) (Strategic Priorities: 1,2,4)	Principals	Each Semester	(F)Title IIA Principal and Teacher Improvement	Sign-In Sheets, Lesson Plans, Classroom Walk-Throughs
10. Encourage all core classroom teachers to have GT and ESL endorsements. (Title I SW Elements: 1.1) (Target Group: ESL,GT) (Strategic Priorities: 1,2,4)	Principals	annually	(F)Title IIA Principal and Teacher Improvement, (L)Local	
11. Consider increasing summer school staff, and/or increase length of summer school to close the gaps in learning and meet requirements of HB4545. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,AtRisk,Dys,504)	Principals, Superintendent, Teachers	Summer 2022		
12. Support SpecEd Program needs. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: SPED) (Strategic Priorities: 1,2,3)	Principals, SPED Teachers, Teachers	ongoing		

# GARRISON ISD

**Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build a college and career culture by creating aspirations and awareness through community, district, campus and classroom activities and events. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 3) (CSFs: 3,5,6)	Counselors, Principals, Superintendent, Teachers	Each Semester	(L)Local	Summative - Sign-In sheets, Lesson plans
2. Develop prior to entering ninth grade and update annually the 4 year plan for each student in grades 8 - 12 with parent input/involvement. (Title I SW: 6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 3,4,5,6)	Counselors	Annually	(F)Title I, (L)Local	Summative - TxEIS 4 Year Plans, DMAC 4 Year Plans
3. Explore career opportunities through various curricular, extra-curricular and non-extracurricular formats. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 3,6)	Counselors, Principals, Teachers	Monthly	(L)Local	Summative - Number of students participating, Lesson Plans
4. Invite career professionals to come speak with students, and include professionals from technology-based, non traditional, and trade-based careers. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 3)	Counselors, Principals, Teachers	Each Semester	(L)Local	Summative - Number of students participating, Lesson plans
5. Attend local College Nights and Career Fairs. (Title I SW: 1,10) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 3,6)	Counselors, Librarian, Principals	Annually	(L)Local, (S)Vocational Education	Summative - Attendance at events
6. Administer PSAT to all 8th graders and analyze results with students. (Title I SW Elements: 1.1) (Target Group: 8th) (Strategic Priorities: 3) (CSFs: 2)	District Testing Coordinator, Principals	Fall Semester	(F)Title I	Summative - PSAT8 reports
7. Administer PSAT to 10th graders and analyze results with the students. (Target Group: 10th,11th) (Strategic Priorities: 3)	Counselors, District Testing Coordinator, Principals	Fall Semester	(F)Title I	Summative - PSAT reports
8. Provide ACT/SAT information to high school students (testing dates, registration)	Counselors	Monthly	(O)ACT/College Board	Summative - Counselor logs; Sign-in sheets

# GARRISON ISD

**Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
information, fee waivers, reviews, prep, practice). (Title I SW: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)				
9. Encourage 11th and 12th grade students to take the ACT and/or SAT. (Title I SW: 1) (Target Group: 11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Counselors, Principals	Monthly	(O)ACT/College Board	Summative - ACT and College Board reports
10. Continue to work with Angelina College, Panola College and SFASU to expand dual credit offerings for students and increase the number of students taking advantage of dual credit courses. (Title I SW: 1,10) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,3)	Counselors, Principals, Superintendent	Yearly	(L)Local	Summative - Number of dual credit courses offered; Number of students enrolled in dual credit courses
11. Work with business, community, higher education partners and other Nacogdoches County schools to develop programs leading to or resulting in industry certifications (Title I SW: 10) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 3)	Counselors, Principals, Superintendent	Annually	(S)Vocational Education	Summative - Programs/Certifications offered; Certifications earned
12. Conduct bullying awareness training appropriate to each campus level. (Target Group: All) (CSFs: 6)	Counselors, Principals, School Resource Officer, Superintendent	Annually	(F)Title IIA Principal and Teacher Improvement, (L)Local	Summative - Purchase orders;Sign-in sheets
13. Continue to develop the college readiness courses in the high school class schedule (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1,4)	Counselors, Principals	First Semester	(L)Local	Summative - Campus class schedule Campus course descriptions
14. Implement course selection/scheduling for HS students in Ascender. (Target Group: 9th,10th,11th,12th) (CSFs: 6)	Counselors, Principals	End of second semester	(L)Local	Summative - Student schedules in TXEIS
15. Facilitate a CTE showcase day for 8th graders and their parents/guardians to explore	Counselors, Principals, Teachers	Spring Semester		Criteria: Attendance at CTE showcase.

# GARRISON ISD

**Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and ask questions about each of the CTE programs of study that are offered. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: 8th) (Strategic Priorities: 3) (ESF: 3,3.4)				Increase in students completing CTE programs of study.

# GARRISON ISD

- Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.
- Objective 3.** Increase SpEd STAAR scores "Approaches level" on all STAAR test (grades 3 - Eoc) by 3% until a goal of 90% or more is attained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct and disaggregate cbas in ELA/Reading and writing periodically to use in planning interventions. (Title I SW: 2,3) (Target Group: SPED,504) (Strategic Priorities: 2,4) (CSFs: 1,2)	Principals, SPED Teachers, Teachers	At least once each semester	(L)Local, (S)Special Education	Summative - CBA Disaggregated data sheets from DMAC
2. Purchase supplemental resource materials for ELA/Reading and Writing for SpEd students. (Title I SW: 3,10) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Business Manager, Federal Programs Director, Principals, SPED Teachers, Teachers	Each semester	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Local, (S)IMA, (S)Special Education, (S)State Compensatory Education	Summative - Purchase orders

# GARRISON ISD

**Goal 2.** GISD student groups will be provided strategies, programs, and services to support and maximize individual student achievement and prepare them for the future.

**Objective 4.** Increase Eco-Dis STAAR scores at "Approaches level" on all STAAR tests (grades 3 - EOC) by 3% until a goal of 90% or more is attained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop consistent opportunities for tutoring all students with diverse needs. (Title I SW Elements: 1.1,2.6) (Target Group: ECD,AtRisk)	Principals, Teachers	ongoing		
2. Continue to offer full-day, high quality pre-kindergarten to low eco-dis families. (Title I SW Elements: 1.1,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 2)	Principals, Superintendent, Teachers	yearly		
3. Plan to foster consistent opportunities for parental engagement including academic, as well as social events. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 2)	Counselors, Principals, Teachers	ongoing		
4. Train teachers in student-centered, hands-on instructional strategies specifically targeting GISD's unique populations. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1,2)	Director of Instruction, Principals, SPED Teachers, Teachers	ongoing		

# GARRISON ISD

**Goal 3.** GISD 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. Maintain Region 7 Core Co-op memberships. (Title I SW: 3,4,5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Business Manager, Superintendent	September	(F)Title IIA Principal and Teacher Improvement	Summative - Purchase orders; District Budget reports
2. Continue to employ a Curriculum Director to oversee and facilitate departmental and vertical alignment in K-12 to ensure alignment with TEKS and sufficient rigor. (Title I SW: 1,2,4,9) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1)	Principals, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement	Summative - Meeting agendas; Sign-In sheets, Meeting minutes
3. Give teachers curriculum development time with specific detailed, end-result goals. (Title I SW: 1,2,4,9) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,7)	Director of Instruction, Principals	Annually	(L)Local	Online curriculum Documents; DMAC
4. Develop and continually update course Scope and Sequences to align with appropriate course and grade level TEKS. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,7)	Director of Instruction, Principals, Teachers	August	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - Scope and Sequences; DMAC reports
5. Work with teachers/staff to identify professional development needs. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3,7)	Director of Instruction, Principals, Superintendent	Spring Semester	(F)Title IIA Principal and Teacher Improvement	Summative - Meeting agenda, Sign-in sheets, Meeting minutes, Surveys
6. Match professional development attendance with student needs, teacher weaknesses and highly effective instructional methods. (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 2,7)	Director of Instruction, Principals, Superintendent	Each Semester	(F)Title IIA Principal and Teacher Improvement	Summative - Staff development transcripts
7. Provide teachers/staff an opportunity to attend high quality professional development training/conferences (pay registration fees, travel and/or award comp days if needed). (Title I SW: 2,3,4,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Business Manager, Federal Programs Director, Principals	Monthly	(F)Perkins (CTE Consortium), (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Local	Summative - Purchase orders, Staff development transcripts; Conference name tags/agendas

# GARRISON ISD

**Goal 3.** GISD 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
8. Increase follow-up to ensure implementation of professional development activities in the classroom. (Title I SW: 1,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,7)	Principals	Each Six Weeks	(F)Title IIA Principal and Teacher Improvement	DMAC reports; Principal data
9. Purchase supplemental curriculum materials. (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Principals, Teachers	Fall Semester	(F)Perkins (CTE Consortium), (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Local, (S)ESL, (S)G/T, (S)High School Allotment (PI31), (S)IMA, (S)Special Education, (S)State Compensatory Education	Summative - Purchase orders
10. Utilize the TTESS component of DMAC to run yearly statistics regarding campus instructional practices. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Principals	End of school year	(L)Local, (S)State Compensatory Education	Summative - DMAC reports on TTESS
11. Explore strategies to increase ELAR instructional time district wide. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principals, Superintendent	Fall 2019	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Local, (S)State Compensatory Education	
12. Provide study sessions for students taking TSI, ACT, or SAT to help ensure more students are TSI complete, or qualify to take dual credit courses. (Title I SW Elements: 1.1) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselors, District Testing Coordinator, Principals, Teachers	ongoing		

# GARRISON ISD

**Goal 4.** GISD 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 instructional software to improve instruction and differentiate learning objectives for students. (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Director of Technology, Principals	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Technology	Summative - Purchase orders, Usage charts
2. Maintain existing and purchase additional hardware. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 1,4,6)	Business Manager, Director of Technology, Principals, Superintendent	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Technology, (S)IMA	Summative - Purchase orders
3. Purchase laptops/Chromebooks/tablets to lower student to computer ratio. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,4,6)	Business Manager, Director of Instruction, Director of Technology, Principals, Superintendent	Annually	(L)Technology, (S)IMA	Summative - Purchase orders
4. Develop technology teacher leaders to model and demonstrate effective use/application of technology in the classroom. (Title I SW: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Director of Technology, Principals	Annually	(F)Title IIA Principal and Teacher Improvement	Summative - Staff development records, Technology usage charts, STAR chart
5. Offer local professional development on how to effectively use technology in the classroom. (Title I SW: 1,2,3,4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7)	Director of Technology, Principals, Teachers	Each Semester	(F)Title IIA Principal and Teacher Improvement, (L)Technology	Summative - Meeting agenda; Sign-in sheets, Meeting minutes
6. Join the Region 7 Digital Learning Co-op to provide additional technology training opportunities (Title I SW: 1,2,3,4) (Target Group: All)	Business Manager, Superintendent	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - District Budget Reports
7. Integrate technology into daily classroom instruction. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Principals, Teachers	Each Six Weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (S)IMA	Summative - Lesson plans; Sign-out logs; District budget reports
8. Continue movement to replace textbooks with online technology resources/options as appropriate. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,4,6)	Director of Technology, Principals, Superintendent	Annually	(L)Technology, (S)IMA	Summative - Purchase orders; Usage reports

# GARRISON ISD

**Goal 4.** GISD 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
9. Update outdated teacher computers. (Title I SW Elements: 1.1) (Target Group: 7th,8th,9th)	Director of Technology, Principals	Annually	(F)Title VI, Part B Rural/Low Income, (L)Local	

# GARRISON ISD

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

**Objective 1.** Existing resources will continue to be utilized and additional measures will be incorporated to ensure the safety of 100% of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the current security camera system to eliminate blind spots on each campus. (Target Group: All) (CSFs: 6)	Principals, School Resource Officer, Superintendent	Annually	(L)Local	Summative - Maintenance contracts; Purchase orders
2. Purchase and maintain cameras to increase safety in the district and on buses. (Target Group: All) (CSFs: 6)	Director of Transportation, Principals, School Resource Officer, Superintendent	Annually	(L)Capital Projects	Summative - Purchase orders
3. Continue routine safety drills. (Target Group: All) (CSFs: 6)	Principals, School Resource Officer	Monthly	(L)Local	Summative - Drill Reports and logs
4. Plan needed building renovations and/or improvements. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Business Manager, Director of Maintenance, Principals, Superintendent	Annually	(L)Capital Projects	Summative - Strategic District Plan
5. Purchase/maintain equipment and call-out systems to alert students, staff, and emergency personnel and services in an emergency or crisis situation on district property or which may effect the safety and security of students and staff. (Target Group: All) (CSFs: 6)	Principals, School Resource Officer, Superintendent	Annually	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free, (F)Title VI, Part B Rural/Low Income, (L)Local, (S)State Compensatory Education	Summative - Emergency Drill logs & times Annual check of equipment
6. Update and improve security features throughout the district. (Title I SW Elements: 1.1,2.1) (Target Group: All) (CSFs: 6)	Director of Maintenance, Principals, School Resource Officer, Superintendent	Annually	(F)Title IV Safe and Drug Free, (L)Local	Summative - Purchase orders
7. Purchase and/or update emergency kits (i.e. AED, First Aid, Stop the Bleed, etc) (Target Group: All)	School Nurse, School Resource Officer, Superintendent	Ongoing	(F)Title IV Safe and Drug Free, (L)Local	

# GARRISON ISD

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

**Objective 2.** 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. Utilize a fully functional web-site and mobile app to keep parents and the community informed of school activities and events. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Principals, Superintendent, Webmaster	Weekly	(L)Technology	Summative - Website counter
2. Advertise school events via marquees, posters, flyers, newsletters, Call-out systems, Twitter, and Facebook. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Principals, Superintendent, Webmaster	Weekly	(L)Local	Summative - Sign-in sheets; Counters; Followers; Likes; Tweets
3. Conduct parent meetings (Open House, Title I, School Compacts, Course Offerings/Scheduling, College Workshops, FAFSA). (Title I SW: 1,6,10) (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Counselors, Principals	Annually	(F)Title I, (L)Local	Summative - Meeting agendas, Sign-in sheets, Meeting minutes
4. Include parents in Title I planning and implementation. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,5,6) (ESF: 3.1)	Federal Programs Director, Principals	Bi-Yearly	(F)Title I	Summative - Meeting agenda, Sign-in sheets, Meeting minutes
5. Invite parents to speak to students about careers. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 3) (CSFs: 5,6) (ESF: 3.1,3.3,3.4)	Principals, Teachers	Each Semester	(L)Local	Summative - Sign-in sheets, Lesson plans, Presentation materials
6. Maintain Parent Portal in TxEis so that parents can monitor student grades and attendance. (Title I SW: 1,6) (Target Group: All) (CSFs: 5) (ESF: 3.4)	Principals	Each Six Weeks	(L)Local	Summative - Parent input; Change in student grades and/or attendance
7. Designate Texas Public School Week to invite stakeholders to participate in activities such as lunch, reading to students, sharing history and/or open house. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Principals, Superintendent	Spring Semester	(L)Local	Summative - Sign-in sheets

# GARRISON ISD

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

**Objective 3.** Provide a safe and healthy environment with high expectations for all students, showing a decrease in discipline referrals of 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue using the online discipline referral system in Ascender to track discipline data. (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Principals, Teachers	Daily as needed	(L)Local	Summative - TxEis Discipline Reports.
2. Maintain membership in Nacogdoches County DAEP COOP to provide an appropriate placement for discipline removals. (Target Group: All) (CSFs: 6)	Business Manager, Principals, Superintendent	Annually	(S)DAEP (PI28), (S)State Compensatory Education	Summative - Purchase order; TxEis discipline reports
3. Provide appropriate placement for discipline referrals - In-school suspension. (Target Group: All) (Strategic Priorities: 4)	Principals, Superintendent	Annually	(L)Local	Summative - TxEis discipline reports
4. Update Crisis Management Plans, Campus Handbooks and Discipline Management Plans. (Target Group: All) (CSFs: 3,5,6) (ESF: 1.1,1.2,3.1,3.2)	Principals, School Resource Officer	Yearly	(L)Local	Summative - Campus Handbooks, Crisis Management Plan, Discipline Management Plan
5. Continue programs for conflict resolution, suicide prevention, teen dating violence prevention, self-esteem, tobacco, alcohol, and drug prevention. (Title I SW: 10) (Target Group: All) (CSFs: 5,6)	Counselors, Principals, School Resource Officer	Annually	(L)Local	Summative - Counseling logs, Guidance lesson plans, Sign-in sheets
6. Administer staff and student perception surveys including recent graduates. (Title I SW: 1,10) (Target Group: All) (CSFs: 6)	Principals	Annually	(L)Local	Summative - Survey results
7. Employ full-time counselor to offer guidance lessons, alcohol and drug education, anti-vape education, cyber-bullying awareness, and other current issues effecting the health and safety of students. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,2)	Counselors, Superintendent	ongoing		
8. Implement consistent, behavior management structures that include clear student expectations, and conduct reviews of	Principals, Teachers	ongoing		

# GARRISON ISD

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

**Objective 3.** Provide a safe and healthy environment with high expectations for all students, showing a decrease in discipline referrals of 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
discipline data consistently to evaluate management structure. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)				

# GARRISON ISD

**Goal 6.** GISD will provide support structures to recruit, hire and retain effective, qualified staff.

**Objective 1.** Recruit, hire, and retain a 100% highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Post vacancies within school district, website, newspaper, Region VII, TASA. (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Principals, Superintendent	As needed	(L)Local	Summative - Number of applicants
2. Attend university job fairs. (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Principals, Superintendent	Bi-Annually	(L)Local	Summative - Number of applicatons/resumes received
3. Encourage teachers/staff to gain additional certifications (pay test fees in needed areas). (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7) (ESF: 3.1)	Principals, Superintendent	Annually	(F)Title IIA Principal and Teacher Improvement	Summative - Purchase orders; Registration records; Test results
4. Assign mentors to teachers who are new to the district. (Title I SW: 4,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Principals	Before the school year begins	(L)Local	Summative - Mentor assignments
5. Purchase TTESS component in DMAC to run yearly statistics regarding instructional practices. (Title I SW: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,4,6,7) (ESF: 4.1)	Principals, Superintendent	Annually	(F)Title I	Summative - Purchase order; DMAC reports
6. Purchase online state required compliance training. (Title I SW: 1,4,10) (Target Group: All) (ESF: 3.2)	Principals, Superintendent	Annually	(F)Title IIA Principal and Teacher Improvement	Summative - Course certificates
7. Purchase materials/supplies for professional development and training. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Principals, Superintendent	As needed	(F)Title IIA Principal and Teacher Improvement	Summative - Purchase orders
8. Update the substitute handbook. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Superintendent	Annually	(L)Local	Summative - Substitute Handbook
9. Improve professional development plans for teachers using goal setting and TTESS evaluations (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7)	Principals	First Six weeks	(F)Title IIA Principal and Teacher Improvement, (L)Local	Summative - TTESS documentation

# GARRISON ISD

**Goal 6.** GISD will provide support structures to recruit, hire and retain effective, qualified staff.

**Objective 1.** Recruit, hire, and retain a 100% highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Encourage GT and ESL endorsements for all teachers. (Title I SW Elements: 1.1,2.6) (Target Group: ESL,GT) (Strategic Priorities: 1,2,4)	Principals	Annually	(F)Title IIA Principal and Teacher Improvement, (L)Local	
11. Explore options for teacher retention incentives. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1)	Business Manager, Principals, Superintendent	Spring 2022		
12. Provide teacher incentives for high demand subject area certifications. (Title I SW Elements: 1.1) (Strategic Priorities: 1,2)	Business Manager, Principals, Superintendent	ongoing		
13. Maintain competitive stipends for extra-curricular sponsorship activities. (Strategic Priorities: 1) (ESF: 2.1)	Business Manager, Principals, Superintendent	ongoing		