

2021-2022 State of the School Report

Garinger High



Principal Name

Sharon Allen Bracey

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	19.0	21.6	12.6	33.3	<5	11.3
	CCR	13.3	14.0	8.7	27.8	<5	<5
English II	GLP	25.7	31.4	18.7	31.3	<5	10.0
	CCR	8.4	8.3	5.5	18.8	<5	<5
Math I	GLP	13.1	11.4	11.5		8.3	8.3
	CCR	<5	<5	<5		<5	<5
Math III	GLP	16.9	12.8	16.8	21.4	13.0	<5
	CCR	<5	<5	<5	<5	<5	<5
School	GLP	18.8	19.5	14.8	29.1	7.2	8.6

	CCR	7.1	6.7	5.1	14.5	<5	<5
ACT	All						
		16.4	16.9	8.6	20.0	6.9	<5
4-Year Cohort Graduation Rate	All						
		63.9	71.0	57.3	56.5	52.0	58.1
EOC School Composite 2020-21		18.8					
School Letter Grade*		C					

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Improve proficiency by 5% in each EOC tested subject area; Biology: 31.2% to 36.2%, English 2: 28.3% to 33.3%, Math I: 32.7% to 37.7%, Math 3: 22.3% to 27.3% (A 2.04, A 4.01, B 3.03)

Increase the graduation rate for the 2021-2022 school year by 5.5% from 64.5% to 70% according to the NCDPI four year cohort graduation rate and GSI reports (A2.04, A4.01, A4.06, B3.03, E1.06).

Improve the overall culture and climate of Garinger High School by increasing student engagement through class and extracurricular attendance by decreasing chronic absenteeism by 10% from 48% to 38% as reported by navigator portal and increasing student participation in extracurricular activities by 25% (A4.01, A4.06).

III. CHIEF CHALLENGES

- Our ability to effectively respond to the diverse needs of students and staff with appropriate interventions/supports as we navigate the effects of a global pandemic has been a priority and a struggle. Chronic absenteeism remains a concern as students who drifted away during the pandemic are not re-engaging in schools. Returning to a “regular” school schedule has required more focus on addressing academic concerns, behavioral concerns, safety concerns and the Social Emotional Learning needs of school staff and students. With so many competing priorities, it taxes our human resources.
- Staffing shortages- Amid the challenges of addressing the first bullet, our schools have lost staff members. This further limits our ability to attract and retain replacement teachers and staff. This reality is a national concern and not exclusive to Garinger or CMS.

IV. PLANS FOR THE YEAR: SIP ACTIONS

The School Improvement Team coordinates and monitors ways to celebrate and support the behavioral, academic, and emotional needs of students through monthly meetings with various stakeholders. A School Improvement Team focus on student tardiness during semester one has yielded strong results in the messaging to parents and students of how we value instructional time. This year, we have shifted roles and strategically hired an academic facilitator to focus on implementing and facilitating the Multi-Tiered Systems of Support process at Garinger so that students can receive consistent academic, attendance and behavioral interventions that are progress monitored. This facilitator also supports our Equal Opportunity Schools (EOS) Initiative which uses student and staff surveys to help identify and support students that have a personal interest and/or recommendation to pursue honors and advanced level classes. We have re-evaluated our use of Title I funds to hire teacher assistant support positions to bridge the gap with teacher shortages. We have continued Teacher Leader Pathway positions to provide MCLs in Math 1, Math 3, English 1 and English 3 to support End Of Course courses and the implementation of the new English 1 and Math 1 curricula.