

Goose Creek Consolidated Independent School District

George H. Gentry Junior High

Campus Improvement Plan

2020-2021



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

Mission Statement

The mission of George H. Gentry Junior School is to influence students to become independent, competent and innovative learners, who become successful, confident leaders of tomorrow.

Vision

The Vision of Gentry Junior School is to ignite a passion for learning, where effort and imagination leads to innovation.

Value Statement

Ignite.Innovate.Imagine

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Ethnicity Breakdown (2019-2020)

- African American 19.7 (decreased)
- Asian 3.42 (consistent)
- Hispanic/Latino 50.8 (consistent)
- Caucasian/White 23.5 (increase)
- Two or more races 2.3 (consistent)
- American Indian/Alaskan Native .3 (consistent)

Enrollment numbers should remain about the same.

Teacher Ethnicity- 62.8% White, 18.9 African American, 13.7% Hispanic, 1.5% Asian

Demographics Strengths

- Teachers are highly qualified and certified
- Paraprofessionals are locally certified
- Low teacher turnover
- Low chronic absenteeism
- Good attendance rate
- Attendance clerk and APs calls home of absent and at-risk students on a daily basis
- Campus uses RAAWEE to track attendance.
- SST intervenes to combat absences
- Tier I, II, and III interventions for Els, and special populations
- Variety of professional development opportunities to support new and existing staff

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of Hispanic teachers does not match the percentage of Hispanic students. **Root Cause:** Few qualified applicants to interview and hire.

Student Learning

Student Learning Summary

Due to COVID 19, we do not have STAAR data to evaluate. We will be using Reading Benchmark scores.

	Approaches	Meets	Masters
6th grade	64.91%	30.61%	12.14%
7th grade	67.23%	36.16%	21.19%

Data was in line with campus expectations. Students knew their "magic number" in order to grow at least one academic school year.

RISE days every other week targeted enrichment and masters level work.

Looking forward to new school year-Plans to address gaps students will have due to the pandemic. (RISE days will address those concerns as well as block classes for Math and Reading)

Student Learning Strengths

- Meets and Masters levels are increasing in many areas.
- Teachers are teaching bell to bell.
- Teacher are highly qualified and know their content.
- Intervention and enrichment is built into the school day.
- Student attendance is good.
- PLC growth toward a common goal of student success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gentry Junior School should have a higher percentage at the Masters level on state assessments considering our student demographics. **Root Cause:** Due to not having 100% commitment from both teachers and students, masters levels are not increasing as much as desired to become an "A" campus.

Problem Statement 2 (Prioritized): Due to COVID-19, we fear that there will be large gaps in learning, specifically in reading. **Root Cause:** Pandemic-Loss of face to face instruction.

School Processes & Programs

School Processes & Programs Summary

- Our PTSO supports students and staff.
- We recruit HQ teachers by interviewing with a well rounded hiring committee and attending multiple job fairs.
- We support new teachers by providing a mentor/buddy and hold monthly meetings.
- Our PBIS system will ensure a solid TIER I foundation of behavior and instruction.
- We will continue to team with YMCA for enrichment opportunities and continue the Youth and Government program.
- AVID will be used to continue to provide college and career readiness.
- Weekly PLCs are embedded in the master schedule.
- Faculty meetings, department meetings, and grade level meetings are held frequently or as needed.
- Monthly Pre-RTI meetings are held to identify struggling students (GLITs).
- EL meetings are held to support our ELL students and their teachers. We will train the campus in SI strategies so that all teachers are knowledgeable about sheltered instruction.
- Weekly SST meetings will continue to be held in order to support students both inside and outside of the classroom.
- Weekly leadership meetings will continue to be held in order to support campus needs.
- Department meetings are held weekly so that administration and faculty can discuss curriculum and content needs and ideas.
- CIS will continue to be a support to faculty, staff, and students.
- Multiple enrichment/remediation opportunities are available to students throughout the day/year who need extra support. (Sped, ELL, GT, 504, DYS...)
- CATCH is implemented to improve the health of the faculty and students.
- Campus Coalition was created to improve the campus at a whole.
- Postcards were created to be sent home by teachers to students as a positive enforcer.
- Therapy dog will be used to support students and staff.

School Processes & Programs Strengths

- We collaborate frequently to find new ways to provide support for staff and students.
- Collaboration is supported through embedded common planning/PLC times.
- Positive culture among faculty and staff was built through multiple activities and treats given out by administration.
- District personnel help teachers implement technology in their classroom to help make learning relevant to students in the classroom.
- CIS supports over 200 students along with supporting the campus with daily activities.
- Created a RISE day schedule to provide enrichment to all students.
- Block time every day for Math and Reading.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication of campus events are not shared with all stakeholders in a timely manner. **Root Cause:** School Messenger (call outs and group emails) not being used as effective as needed.

Perceptions

Perceptions Summary

- The perception of Gentry Junior is that our students have the best opportunity for learning.
- Our leadership is collaborative and communicative.
- We welcome the community and believe that it takes all stakeholders to ensure the success of every student.
- We believe in our students and provide a safe and secure environment.
- Communication through a variety of means can be improved.
- Many parents visit the school during lunches.
- Bullying is taken seriously and investigations completed effectively, however we have to do a better job of teaching students a better way. We have to create more awareness and plans with the staff.

Perceptions Strengths

- High levels of learning.
- Caring culture.
- Welcoming place where students are happy.
- Postcards teachers and administration send home to parents highlighting positive behaviors and academic successes.
- Willingness of staff to do what it takes for overall development of the student.
- Improvement in communication through attendance awareness
- Families included in more fun nights at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a campus, we need to do a better job of teaching/showing students how to come together as a campus family to combat bullying. **Root Cause:** All students do not understand what bullying is.

Priority Problem Statements

Problem Statement 1: The percentage of Hispanic teachers does not match the percentage of Hispanic students.

Root Cause 1: Few qualified applicants to interview and hire.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gentry Junior School should have a higher percentage at the Masters level on state assessments considering our student demographics.

Root Cause 2: Due to not having 100% commitment from both teachers and students, masters levels are not increasing as much as desired to become an "A" campus.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Due to COVID-19, we fear that there will be large gaps in learning, specifically in reading.

Root Cause 3: Pandemic-Loss of face to face instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we need to do a better job of teaching/showing students how to come together as a campus family to combat bullying.

Root Cause 4: All students do not understand what bullying is.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Gentry Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Gentry Junior School will increase STAAR student passing performance for all student populations

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

<p>Strategy 1: Actively use data from Eduphoria, Benchmarks, CBAs and STAAR to identify student academic weaknesses to provide intervention strategies. Campus GLITS meetings monthly to identify students struggling with content. Provide tutorials in the morning, lunch and after school.</p> <p>Strategy's Expected Result/Impact: 10% increase of STAAR results in each tested area</p> <p>Staff Responsible for Monitoring: Principal Teachers SSA AP CAS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Math and Reading Block-100 minutes every day for every student. Built in Math and Reading intervention periods for Tier III students on top of the 100 minute blocks.</p> <p>Strategy's Expected Result/Impact: Increased student learning. Increased STAAR Results Increased CBA and CFA results</p> <p>Staff Responsible for Monitoring: Principal, APs, CAS, SSA Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Prior to STAAR testing provide subject specific rotations for all students; these camps will consist of an Advanced Camp and a Remedial Camp.</p> <p>Strategy's Expected Result/Impact: Confident students that will be prepared for the STAAR.</p> <p>Staff Responsible for Monitoring: Principal Teachers APs CAS SSA</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Ed. Funds - \$500, Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500, Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: Use of STAAR Strategies campus wide with visual aids and modifications as needed for STAAR.</p> <p>Strategy's Expected Result/Impact: Increased student learning and test taking strategies. Create confident test takers and increase of STAAR Results.</p> <p>Staff Responsible for Monitoring: Teachers Principal 504 Administrator APs SSA</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Provide strategic plans for students who failed to meet minimum expectations on STAAR tests and those who need improvement from Approaches to Meets and Masters. Students will be provided 100 minutes a day in both Math and Reading. Tier III students will have additional time scheduled in the school day to work on educational gaps.</p> <p>Strategy's Expected Result/Impact: Increased STAAR, CFA, and CBA Results</p> <p>Staff Responsible for Monitoring: Principal, Counselors Campus Academic Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Gentry Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: Gentry Junior School will increase the percentage of students meeting Level III (advanced performance) by at least 5% on all STAAR assessments.

Targeted or ESF High Priority

Evaluation Data Sources: CFAs, CSAs, CBAs, STAAR Reports, Student Self Trackers

Summative Evaluation: None

<p>Strategy 1: Gentry Junior School will continue to participate in Staff Development during campus PLC days by engaging in Questioning Strategy (DOK Levels and Rigor & Relevance) in order to promote critical thinking and rigorous lessons in all classes.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal APs SSA CAS Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Teachers will differentiate and accelerate instruction for GT and Pre AP students in an effort to increase Level III performance. Before school, Masters classes will address enrichment and writing strategies to improve higher academic growth.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Level III Advanced performance on CBAs and Benchmarks will be monitored and reviewed with the faculty. Individualized and flexible plans will be created to maximize student growth.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Gentry Junior School will provide a well-balanced and appropriate curriculum to all students.





Performance Objective 1: Gentry Junior School will ensure academic success for all students by closing the achievement gaps.

Targeted or ESF High Priority

Evaluation Data Sources: CFAs, CSAs, BMKs, CBA data and STAAR Results

Summative Evaluation: None

<p>Strategy 1: Conduct PLC meetings to review data throughout the year and after each CBA and Benchmark to determine intervention for struggling students</p> <p>Strategy's Expected Result/Impact: Increase in student achievement. Create cohesive and transparent teams that can dissect data to create better learning for all students.</p> <p>Staff Responsible for Monitoring: Principal APs Department Heads SSA CAS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide support for struggling readers through guided reading and the LLI system. Identify struggling readers and place in Tier III interventions.</p> <p>Strategy's Expected Result/Impact: Student reading level growth.</p> <p>Staff Responsible for Monitoring: Principal Teachers APs SSA CAS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Administer a writing benchmark, score and analyze results to provide targeted instruction and organize tutoring sessions. Writing will be required across curricula. Writing strategy training will be extended to 6th grade teachers. A campus wide book about our campus dog will be started and completed by the end of the 1st semester to encourage "fun" writing.</p> <p>Strategy's Expected Result/Impact: Students who can write in complete and coherent sentences that will allow the reader to "hear" the writer's voice. Students are more comfortable writing.</p> <p>Staff Responsible for Monitoring: Teachers Principal APs, SSA CAS Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: Continue small group tutorials in core content areas. Each content area will determine which students in the student groups need to receive services by using STAAR results, benchmarks, unit tests, and teacher nomination to "Target Team" as needed.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Funding Sources: Tutorial costs - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: All social studies students will prepare History Fair projects and bibliographies using an online service.</p> <p>Strategy's Expected Result/Impact: Increase student complexity and understanding regarding research and projects. Will support campus Writing goals. Increase in local, state and national level contest results.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Gentry Junior School will use all forms of communication and transportation available to help ensure 100% participation rates for all of the student groups taking the STAAR.</p> <p>Strategy's Expected Result/Impact: TEA Campus Accountability Reports 100% STAAR Participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Attendance Clerk</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Gentry Junior School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Gentry will increase opportunity and achievement of the students in special programs and at-risk populations

Evaluation Data Sources: CFAs, CSAs, CBAs, BMK and STAAR Results

Summative Evaluation: None

<p>Strategy 1: Maintain a Sheltered Instruction team of core content teachers at each grade level and schedule all ESL students with appropriate SI team.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal Teachers APs</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: All teachers will be trained in and utilize the SI model of teaching.</p> <p>Strategy's Expected Result/Impact: ELL growth by 5%.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Utilize district specialist to provide additional support in classroom instruction; specialist will visit classrooms by teacher request.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal AP</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Teachers and Administrators will continue to encourage an inclusive climate. The goal will be for our at-risk students to become more involved in Gentry clubs, activities and targeted zero period and Saturday camp times.</p> <p>Strategy's Expected Result/Impact: Attendance rosters at club meetings/events will show that students are connected. When students are connected with school and feel valued, learning and growth will occur.</p> <p>Staff Responsible for Monitoring: Principal Teachers APs CIS SSA Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 5: Special Education students will be monitored and supported by staff according to the individual needs as reflected in the IEP documentation. Scheduling will be designed to allow for joint grading and planning among the general ed and special ed teachers.</p> <p>Strategy's Expected Result/Impact: Master Schedule will support SPED students to receive additional support in Math and Reading during block schedule and if needed, intervention period.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Continuously monitor individual student classroom performance in STAAR test subjects prior to STAAR administration.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Provide staff with training and information on expectations, goals and purposes of special programs such as Behavioral Support and FOCUS for students with qualifying disabilities.</p> <p>Strategy's Expected Result/Impact: Increased understanding of Special Populations to support student learning.</p> <p>Staff Responsible for Monitoring: Principal SPED Teachers and District support personnel.</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 8: Provide campus based mentoring program to include relationship building with the goal of instilling a greater value for education through Communities in Schools.</p> <p>Strategy's Expected Result/Impact: Students will feel valued and a part of a campus that supports them holistically.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CIS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 9: All core content teachers will display the content objective (TEKS) and language objectives in their classroom.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of why, how and what they should be learning in class.</p> <p>Staff Responsible for Monitoring: Teachers Principal APs SSA</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 10: ELL instructional Aides will support the core content area teacher with the delivery of instruction and implementation of best practice strategies.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS and STAAR scores</p> <p>Staff Responsible for Monitoring: Principal APs SSA</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 11: Analyze data in order to make appropriate testing decisions for Special Education students. Strategy's Expected Result/Impact: Increased student learning and growth in all areas. Staff Responsible for Monitoring: Teachers Campus Administrators Diagnostician	Reviews			
	Formative			Summative
	Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Gentry Junior School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Gentry Junior School will check attendance regularly and support At-Risk students during the Student Support team.

Evaluation Data Sources: Attendance reports

Summative Evaluation: None

<p>Strategy 1: Gentry will monitor student attendance regularly and discuss absenteeism with attendance clerk during weekly SST meetings. Our administrator teams, Counselors, Social Worker and CIS will make home visits to support students and families.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate to 97% overall.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Social Worker, CIS, Attendance Clerk, Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Gentry Junior School will provide and maintain a safe, positive learning environment.

Performance Objective 1: Gentry will maintain a safe, orderly environment that ensures success through the development of strong relationships with students, parents, teachers, and staff.

Evaluation Data Sources: PTSSO membership roster and events, Re-invest in the Watch Dog program, Attendance and sign in sheets from family nights, safety debriefs.

Summative Evaluation: None

<p>Strategy 1: Continue to decrease the number of students tardy and limit their time out of class by using teacher hall vests and consistent tardy sweeps.</p> <p>Strategy's Expected Result/Impact: Increase in attendance, student learning and decrease in discipline issues.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Increased visibility from Campus Security and Administrators in all areas of the school and campus events.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline issues and increased campus safety.</p> <p>Staff Responsible for Monitoring: Principal Campus Administrators Security and PO Counselors CIS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: The principal will greet students at the front door with handshakes and encouraging words.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior issues</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Student involvement in PALS partnership with High School leadership team.</p> <p>Strategy's Expected Result/Impact: Will create positive relationships for Life Skills students with older peers.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Increase citizenship and pride through participation in Crime Stoppers. Table wraps are being provided and informational signs are posted throughout the building.</p> <p>Strategy's Expected Result/Impact: Increase in campus safety and encourage students to say something if they see something.</p> <p>Staff Responsible for Monitoring: Principal Sponsors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 6: Teachers of elective courses will implement character development through school-wide community service projects; and review of weekly character building quotes and our Choose Kind campaign.</p> <p>Strategy's Expected Result/Impact: Create an inclusive climate and culture where every student is valued.</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administration</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: 8th grade students will experience social etiquette by participating in the end of the year Etiquette Luncheon.</p> <p>Strategy's Expected Result/Impact: Social Support. Designed to encourage students to learn etiquette and how to speak to other students they do not know.</p> <p>Staff Responsible for Monitoring: Teachers Parent Teacher Organization Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: Gentry Junior School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: All Students will be taught by a teacher who has met the requirement as highly effective or state certification.

Evaluation Data Sources: Staff Reports

Summative Evaluation: None

Strategy 1: Recruit early from a pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Increase in student learning by having competent teachers. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Assure that all assignments and re-assignments are filled with highly effective Staff Strategy's Expected Result/Impact: Confident teachers that help to create an atmosphere of confident and successful learners. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers Strategy's Expected Result/Impact: Ensure that new teachers and teachers new to the campus have all tools necessary be successful. Teachers will feel valued and take ownership of the campus. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: Ensure that low income students and minority students are taught by experienced teachers. Strategy's Expected Result/Impact: Increased learning and growth by all special populations. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Assess the staff development needs of those teachers not meeting highly effective standards. Strategy's Expected Result/Impact: Growth in teachers=Growth in Students. Teacher retention. Staff Responsible for Monitoring: Principal APs SSA	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Conduct mid-year conferences with teachers. Strategy's Expected Result/Impact: Teachers are supported and given feedback to help increase student achievement. Staff Responsible for Monitoring: Principal APs SSA	Reviews			
	Formative			Summative
	Nov	Feb	June	June





Strategy 7: Select only highly effective teachers from the applicant pool. Strategy's Expected Result/Impact: Higher student learning. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 8: Ensure campus personnel decision-makers are available during peak recruiting/hiring times. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 9: Encourage and solicit teachers to add subject area certifications. Strategy's Expected Result/Impact: Master Schedule more maneuverable and knowledgeable staff can help across curricula. Student achievement Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 10: Encourage all teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase in ESL and GT certified staff that can support students growth. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 11: Continue with SI training during the school year with the SI team. Strategy's Expected Result/Impact: All students, especially ELs, will be provided better strategies to address content. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 12: Administrators will follow a schedule requiring five observations/walkthroughs each week. Strategy's Expected Result/Impact: Walkthrough and observation data reviewed and analyzed weekly to ensure all teachers are being supported. Increase in student achievement. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Gentry Junior School will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Address College and Career Readiness needs of our students by participating in Career Day that includes a variety of community members and parents.

Evaluation Data Sources: Participation rosters and community feedback

Summative Evaluation: None





<p>Strategy 1: All students will have the opportunity to participate in College Day by wearing shirts and creating posters that support a college to which they aspire to attend.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of College and Career opportunities.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Continue the partnership with CenterPoint Energy to encourage Positive Behavior and attendance.</p> <p>Strategy's Expected Result/Impact: Increased positive behavior and attendance.</p> <p>Staff Responsible for Monitoring: Principal Campus Administrators Partner in Education</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Review campus policies and expectations at Open House. Provide volunteer information to parents to encourage more involvement.</p> <p>Strategy's Expected Result/Impact: Create better relationships that become true partnerships with parents and guardians.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Gentry Junior School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Gentry will implement and support a school wide technology program that provides teachers and students with technology resources so that student achievement increases.

Evaluation Data Sources: Walkthrough and observation data to ensure that students are using technology.

Summative Evaluation: None

<p>Strategy 1: Use Instructional technology to increase student success such as E-Instruction, Brain Pop, Kahoot, Google Classroom as well as the use of the computer labs and classroom I-Pads.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Teachers APs CAS SSA</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Conduct an open computer lab in the mornings four days a week for student computer use.</p> <p>Strategy's Expected Result/Impact: Increase in enrichment opportunities and student Masters growth.</p> <p>Staff Responsible for Monitoring: Teachers Librarian APs Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

2020-2021 Needs Assessment Team

Committee Role	Name	Position
Administrator	Kathy Holland	Principal
Administrator	Angela Putnam	AP
Classroom Teacher	Cristina Lawson	Campus Academic Coach
Classroom Teacher	Tara Fountain	Classroom teacher
Classroom Teacher	Steven Bingham	Teacher
Classroom Teacher	Shermaine Young	Teacher
Classroom Teacher	Farrin Cooper	Teacher
Classroom Teacher	Angela Malveaux	Teacher
Classroom Teacher	Christy Clement	Teacher
Classroom Teacher	Latoya Landry	Teacher
Classroom Teacher	Selvira Rahmanovic	Teacher
Classroom Teacher	Jonathan Abston	Teacher
Classroom Teacher	Sarah Schmitz	Teacher
Business Representative	Jeffery Hulon	business partner

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental instructional materials	Special Ed. Funds	\$500.00
1	1	3	Supplemental instructional materials	GT Funds	\$500.00
1	1	3	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
2	1	4	Tutorial costs	SCE Funds	\$8,000.00
Sub-Total					\$9,500.00
Grand Total					\$9,500.00