

# Goose Creek Consolidated Independent School District

## George H. Gentry Junior High

### 2019-2020 Campus Improvement Plan



# 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 (2018-19)

- African American 20.18 (increased)
- Asian 3.42 (increased)
- Hispanic/Latino 50.9 (increased)
- Caucasian/White 22.5 (decrease)
- Two or more races 2.52 (increase)
- American Indian/Alaskan Native .36 (increase)

Enrollment numbers should increase-small increase in number of students from first semester to second semester.

Teacher Ethnicity- About 70% white, 15% African American, 12 % Hispanic, 3% Asian

### Demographics Strengths

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

# Student Academic Achievement

## Student Academic Achievement Summary

### Gentry Domain I-2018 (Last Year's Data)

	Approaches	Meets	Masters
6th Rdg	70	31	14
6thMath	76	32	11
7th Rdg	71	43	22
7th Math	78	38	18
7th Writing	70	43	10
8th Rdg	88	44	22
8th Math	94	57	15
8th Social Studies	76	43	24
8th Science	77	51	25
Average	46.03		

### Gentry Domain I- 2019 (Current)

	Approaches	Meets	Masters
6th Rdg	65%	33%	13%

6thMath	76%	43%	17%
7th Rdg	80%	54%	29%
7th Math	84%	57%	25%
7th Writing	74%	42%	16%
8th Rdg	87%	50%	23%
8th Math	84%	67%	23%
8th Social Studies	71%	35%	21%
8th Science	82%	51%	22%
Average	49.03		

- We are fluid with processes and flexible to changes as we go throughout the year.
- 6th grade students struggled for a variety of reasons, including academic gaps and teacher moves.
- Our students are performing well at Approaches Grade Level, but not at Masters.
- We will continue to target and provide continual support and additional strategies to help our struggling students.
- Masters percentages are growing overall slightly, but not enough, so we will add Masters classes and a true double block schedule for Math and Reading for all students.
- Campus structure and teachers knowing their students is helping to increase accountability.

### Student Academic Achievement 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.
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## Gentry - 2019 Highlighted Areas- Increased

	Approaches	Meets	Masters
6th Rdg	65%	33%	13%
6thMath	76%	43%	17%
7th Rdg	80%	54%	29%
7th Math	84%	57%	25%
7th Writing	74%	42%	16%
8th Rdg	87%	50%	23%
8th Math	84%	67%	23%
8th Social Studies	71%	35%	21%
8th Science	82%	51%	22%
Average	49.03		

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Gentry Junior School should have a higher percentage at the Masters level on state assessments considering our current student demographics. **Root Cause:** Due to the lack of student engagement in the classroom, all teachers must continue to seek instructional strategies to improve student engagement, in all subject areas. Additionally, campus leadership committees should review and possibly revise the current enrichment/intervention system, with the suggestion of including enrichment/intervention time within the school day. This will help us move forward in becoming a highly effective PLC campus while helping ALL students achieve at high levels.

# 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.



## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our ICMM card system was less efficient and effective as it was the previous year. **Root Cause:** A change in implementation of this system revealed some problems with the distribution of the cards and rewards, as well as, record keeping of student behavior.

# 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.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Bullying awareness and training is not effective and discipline from situations is unclear. **Root Cause:** Time for adequate lessons and trainings have not been scheduled enough.

# Priority Problem Statements

**Problem Statement 1:** Gentry Junior School should have a higher percentage at the Masters level on state assessments considering our current student demographics.

**Root Cause 1:** Due to the lack of student engagement in the classroom, all teachers must continue to seek instructional strategies to improve student engagement, in all subject areas. Additionally, campus leadership committees should review and possibly revise the current enrichment/intervention system, with the suggestion of including enrichment/intervention time within the school day. This will help us move forward in becoming a highly effective PLC campus while helping ALL students achieve at high levels.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Our ICMM card system was less efficient and effective as it was the previous year.

**Root Cause 2:** A change in implementation of this system revealed some problems with the distribution of the cards and rewards, as well as, record keeping of student behavior.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Bullying awareness and training is not effective and discipline from situations is unclear.

**Root Cause 3:** Time for adequate lessons and trainings have not been scheduled enough.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- PBMAS 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) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## 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

- Economically disadvantaged / Non-economically disadvantaged performance 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, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **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
- TTESS data
- T-PESS data
- Equity 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
- Other additional data

# Goals

Revised/Approved: October 07, 2019

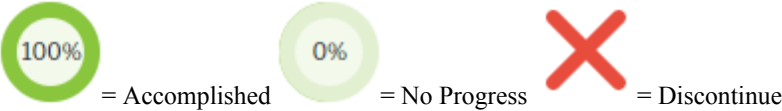
**Goal 1: Gentry Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

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

**Evaluation Data Source(s) 1:** STAAR Results

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Principal Teachers SSA AP CAS	10% increase of STAAR results in each tested area			
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.	Principal, APs, CAS, SSA Teachers	Increased student learning. Increased STAAR Results Increased CBA and CFA results			
3) Prior to STAAR testing provide subject specific rotations for all students; these camps will consist of an Advanced Camp and a Remedial Camp.	Principal Teachers APs CAS SSA	Confident students that will be prepared for the STAAR.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Use of STAAR Strategies campus wide with visual aids and modifications as needed for STAAR.	Teachers Principal 504 Administrator APs SSA	Increased student learning and test taking strategies. Create confident test takers and increase of STAAR Results.			
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.	Principal, Counselors Campus Academic Specialist	Increased STAAR, CFA, and CBA Results			
					



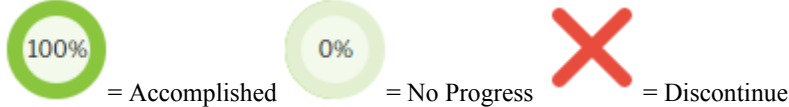
**Goal 1:** Gentry Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**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.

**Evaluation Data Source(s) 2:** CFAs, CSAs, CBAs, STAAR Reports, Student Self Trackers

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Principal APs SSA CAS Teachers	Increase in student achievement			
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.	Principal Teachers	Increase in student achievement			
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.	Campus Administrators	Increase in student achievement			
					

## 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.

**Evaluation Data Source(s) 1:** CFAs, CSAs, BMKs, CBA data and STAAR Results

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Conduct PLC meetings to review data throughout the year and after each CBA and Benchmark to determine intervention for struggling students	Principal APs Department Heads SSA CAS	Increase in student achievement. Create cohesive and transparent teams that can dissect data to create better learning for all students.			
2) Provide support for struggling readers through guided reading and the LLI system. Identify struggling readers and place in Tier III interventions.	Principal Teachers APs SSA CAS	Student reading level growth.			
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.	Teachers Principal APs, SSA CAS Counselors	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.			
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.	Teachers Campus Administrators	Increase in student achievement			
<b>Funding Sources:</b> Coordination of Local and State Funds - 10000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
5) All social studies students will prepare History Fair projects and bibliographies using an online service.	Teachers	Increase student complexity and understanding regarding research and projects. Will support campus Writing goals. Increase in local, state and national level contest results.			
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.	Campus Administrators Attendance Clerk	TEA Campus Accountability Reports 100% STAAR Participation			



= Accomplished



= No Progress



= Discontinue

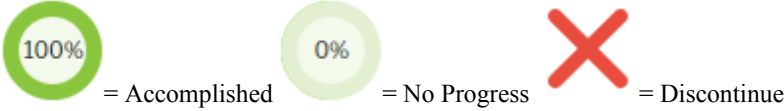
### **Goal 3: Gentry Junior School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**

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

**Evaluation Data Source(s) 1:** CFAs, CSAs, CBAs, BMK and STAAR Results

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Maintain a Sheltered Instruction team of core content teachers at each grade level and schedule all ESL students with appropriate SI team.	Principal Teachers APs	Increase in student achievement			
2) All teachers will be trained in and utilize the SI model of teaching.	Principal Teachers	ELL growth by 5%.			
3) Utilize district specialist to provide additional support in classroom instruction; specialist will visit classrooms by teacher request.	Principal AP	Increase in student achievement			
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.	Principal Teachers APs CIS SSA Counselors	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.			
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.	Teachers Campus Administrators	Master Schedule will support SPED students to receive additional support in Math and Reading during block schedule and if needed, intervention period.			
6) Continuously monitor individual student classroom performance in STAAR test subjects prior to STAAR administration.	Teachers Campus Administrators	Increase in student achievement			
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.	Principal SPED Teachers and District support personnel.	Increased understanding of Special Populations to support student learning.			

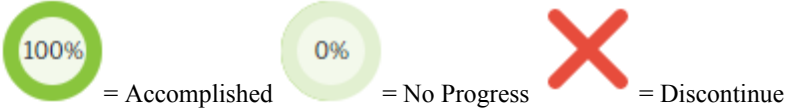
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
8) Provide campus based mentoring program to include relationship building with the goal of instilling a greater value for education through Communities in Schools.	Campus Administrators Teachers CIS	Students will feel valued and a part of a campus that supports them holistically.			
9) All core content teachers will display the content objective (TEKS) and language objectives in their classroom.	Teachers Principal APs SSA	Students will have a better understanding of why, how and what they should be learning in class.			
10) ELL instructional Aides will support the core content area teacher with the delivery of instruction and implementation of best practice strategies.	Principal APs SSA	Increased TELPAS and STAAR scores			
11) Analyze data in order to make appropriate testing decisions for Special Education students.	Teachers Campus Administrators Diagnostician	Increased student learning and growth in all areas.			
					

**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 Source(s) 2:** Attendance reports

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Principal, Assistant Principals, Counselors, Social Worker, CIS, Attendance Clerk, Teachers.	Increase attendance rate to 97% overall.			
					

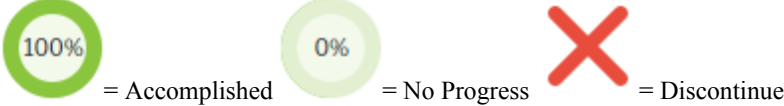
## Goal 4: Gentry Junior School will provide and maintain a safe, positive learning environment.

**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 Source(s) 1:** PTSO membership roster and events, Re-invest in the Watch Dog program, Attendance and sign in sheets from family nights, safety debriefs.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Teachers Principal Assistant Principals	Increase in attendance, student learning and decrease in discipline issues.			
2) Increased visibility from Campus Security and Administrators in all areas of the school and campus events.	Principal Campus Administrators Security and PO Counselors CIS	Decrease in discipline issues and increased campus safety.			
3) The principal will greet students at the front door with handshakes and encouraging words.	Principal	Decrease in behavior issues			
4) Student involvement in PALS partnership with High School leadership team.	Principal	Will create positive relationships for Life Skills students with older peers.			
5) Increase citizenship and pride through participation in Crime Stoppers. Table wraps are being provided and informational signs are posted throughout the building.	Principal Sponsors	Increase in campus safety and encourage students to say something if they see something.			
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.	Teachers Counselors Administration	Create an inclusive climate and culture where every student is valued.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
7) 8th grade students will experience social etiquette by participating in the end of the year Etiquette Luncheon.	Teachers Parent Teacher Organization Assistant Principal	Social Support. Designed to encourage students to learn etiquette and how to speak to other students they do not know.			
					



## 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 Source(s) 1:** Staff Reports

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Recruit early from a pool of highly effective teachers in core academic subject areas.	Principal	Increase in student learning by having competent teachers.			
2) Assure that all assignments and re-assignments are filled with highly effective Staff	Principal	Confident teachers that help to create an atmosphere of confident and successful learners.			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers	Principal	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.			
4) Ensure that low income students and minority students are taught by experienced teachers.	Principal	Increased learning and growth by all special populations.			
5) Assess the staff development needs of those teachers not meeting highly effective standards.	Principal APs SSA	Growth in teachers=Growth in Students. Teacher retention.			
6) Conduct mid-year conferences with teachers.	Principal APs SSA	Teachers are supported and given feedback to help increase student achievement.			
7) Select only highly effective teachers from the applicant pool.	Principal	Higher student learning.			
8) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Principal	100% highly effective staff roster			
9) Encourage and solicit teachers to add subject area certifications.	Principal	Master Schedule more maneuverable and knowledgeable staff can help across curricula. Student achievement			
10) Encourage all teachers to become ESL and GT certified.	Principal	Increase in ESL and GT certified staff that can support students growth.			
11) Continue with SI training during the school year with the SI team.	Principal	All students, especially ELs, will be provided better strategies to address content.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
12) Administrators will follow a schedule requiring five observations/walkthroughs each week.	Principal	Walkthrough and observation data reviewed and analyzed weekly to ensure all teachers are being supported. Increase in student achievement.			

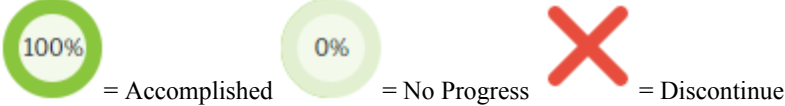
## Goal 6: Gentry Junior School will establish and maintain parental and community partnerships in education to enhance student achievement.

**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 Source(s) 1:** Participation rosters and community feedback

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Teachers Administration Counselors	Increased student awareness of College and Career opportunities.			
2) Continue the partnership with CenterPoint Energy to encourage Positive Behavior and attendance.	Principal Campus Administrators Partner in Education	Increased positive behavior and attendance.			
3) Review campus policies and expectations at Open House. Provide volunteer information to parents to encourage more involvement.	Principal	Create better relationships that become true partnerships with parents and guardians.			



100% = Accomplished
 0% = No Progress
 X = Discontinue

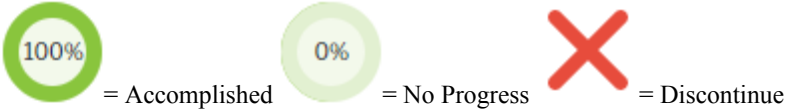
## Goal 7: Gentry Junior School will provide the technology infrastructure and tools to maximize student achievement.

**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 Source(s) 1:** Walkthrough and observation data to ensure that students are using technology.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Principal Teachers APs CAS SSA	Increase in student achievement.			
2) Conduct an open computer lab in the mornings four days a week for student computer use.	Teachers Librarian APs Principal	Increase in enrichment opportunities and student Masters growth.			



100% = Accomplished    0% = No Progress    X = Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Prior to STAAR testing provide subject specific rotations for all students; these camps will consist of an Advanced Camp and a Remedial Camp.
1	1	4	Use of STAAR Strategies campus wide with visual aids and modifications as needed for STAAR.
1	1	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.
3	1	2	All teachers will be trained in and utilize the SI model of teaching.
3	1	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.
3	1	9	All core content teachers will display the content objective (TEKS) and language objectives in their classroom.
3	1	11	Analyze data in order to make appropriate testing decisions for Special Education students.
5	1	4	Ensure that low income students and minority students are taught by experienced teachers.

# Plan Notes

Gentry will target students with higher level questioning strategies. Praise phrase cards, clickers and individual whiteboard use will ensure all students are questioned every day. "Every student, every day"

We will increase writing composition skills with targeted strategies that will incorporate campus writing fun.

6th grade teachers need writing training that will involve students so that it is not just a sit and get.

Our campus team is growing in a positive direction and more teachers are taking ownership of the campus.

Building positive relationships with students and "knowing" them is an expectation.

Positive notes/calls home is an expectation that will benefit all involved.

# Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kathy Holland	Principal
Classroom Teacher	Ashley DelaCruz	Teacher
Classroom Teacher	Latoya Landry	Teacher
Classroom Teacher	Joshua Bailey	Teacher
Classroom Teacher	Christy Clement	Teacher
Classroom Teacher	Angela Malveaux	Teacher
Classroom Teacher	Shermaine Young	Teacher
Classroom Teacher	Selvira Rahmanovic	Teacher
Classroom Teacher	Samantha Fullbright	Teacher
Classroom Teacher	Tara Fountain	Teacher
Classroom Teacher	Steven Bingham	Teacher
Classroom Teacher	Nicole Mengo	Teacher
Classroom Teacher	Crystal Dawson	Teacher
Classroom Teacher	Tori Russell	Teacher
Classroom Teacher	Jonathan Abston	Teacher
Classroom Teacher	Sarah Schmitz	Teacher
Community Representative	Lauren Heffernan	Community Partner
Business Representative	Janette Navaez	Business Representative
Business Representative	Jeffery Hulon	Business Representative
Parent	Valarie Perkins	Parent Representative
Parent	Regina McMakin	Parent Representative
District-level Professional	Kevin Foxworth	Area Executive Director

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Farrin Cooper	Teacher



# 2019-2020 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Angela Putnam	
Non-classroom Professional	Cristina Lawson	
Administrator	Kathy Holland	
Classroom Teacher	Tara Fountain	
Classroom Teacher	Steven Bingham	Teacher
Classroom Teacher	Mary Broussard	
Classroom Teacher	Nicole Mengo	Teacher
counselor	Nicole Blakeslee	counselor
Administrator	Saundra Christopher	administrator
Administrator	David Yepez	administrator
Classroom Teacher	Crystal Dawson	teacher
Classroom Teacher	Tori Russell	teacher
Classroom Teacher	Jonathan Abston	teacher
Classroom Teacher	Sarah Schmitz	Teacher
Business Representative	Lauren Heffernan	Business Representative
Parent	Regina McMakin	Parent

# Campus Funding Summary

<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	4	Tutorial costs	SCE Funds	\$10,000.00
				<b>Sub-Total</b>	\$10,000.00
				<b>Grand Total</b>	\$10,000.00