Goose Creek Consolidated Independent School District

George H. Gentry Junior High

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

The mission of George H. Gentry Junior School is to influence students to become independent, insightful and innovative learners, who become successful college and career ready leaders of tomorrow.

Vision

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

Value Statement

Ignite.Innovate.Imagine

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Comprehensive Needs Assessment

Needs Assessment Overview

Overall, our school is thriving with happy staff and students. With implementation of the adjusted PBIS plan, teachers feel supported from administrators because there are clear student expectations and positive rewards in place. We have implemented a behavior program called "I Can Manage Myself" where students are give, incentives for having their behavior card.

We have identified 300 students from all grade levels for targeted instruction during advisory and enrichment activities, such as Robotics, YMCA Youth and Government,as well. Every teacher is supplied with targeted Reading and Writing lessons across curriculum in all advisories.

We celebrate teacher attendance with jeans day coupons and frequently provide snacks for teachers.

We celebrate student attendance, behavior and grades once a 6-weeks with an awards assembly.

Our leadership and department chair teams are constantly working together to provide support for the campus by meeting weekly.

Our PTSO is strong and works with the campus frequently by meeting to discuss campus needs.

Demographics

Demographics Summary

**Ethnicity Breakdown (2016-2017)-We believe next year's percentages will be similar.

African American 19.2%

Asian 2.78%

Hispanic/Latino 49.07%

Caucasian/White 26.35%

Two or more races 2.23%

American Indian/Alaskan Native .28%

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

Demographics Strengths

**Small migrant population with little to no mobility

**Low chronic absenteeism

**High attendance rate (1st in district) -- attendance clerk calls home of absent students on a daily basis

Student Academic Achievement

Student Academic Achievement Summary

6th grade Reading-67%

6th grade Math-71%

7th grade Reading-72%

7th grade Math-75%

7th grade Writing-65%

8th grade Reading-81%

8th grade Math-88%

8th grade Social Studies-51%

8th grade Science-73%

Our students are performing well in Reading and Math. However, we have targeted strategies to encourage more level III growth. We will implement better diagnostic tools, such as frequent CFAs, Grade Level RTI meetings where we identify students who are not meeting essential standards in 3 or more content areas, and monitored PLC time where the 4 essential questions are met with fidelity. We will monitor closely our African American and Hispanic populations to ensure student growth.

Student Academic Achievement Strengths

Students are performing well in Reading and Math.

Advisory interventions are in place and working well.

Teacher ownership of all students is evident.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All students are not performing to their potential. **Root Cause**: PLCs were not monitored, so data analysis was not specific to individual students or special populations of students.

Problem Statement 2: African Americans and Hispanic populations are under performing. **Root Cause**: Students were not targeted for specialized instruction.

School Processes & Programs

School Processes & Programs Summary

We recruit HQ teachers by interviewing with a well-rounded committee.

We support new teachers by providing a mentor/buddy and hold monthly meetings.

We are implementing a better PBIS system to ensure a solid TIER I foundation of behavior and instruction.

We will be teaming up with YMCA for enrichment opportunities.

AVID will be in it's first year of implementation, providing a college and career readiness culture.

Weekly PLCs are embedded in the master schedule.

Faculty meetings, department meetings and grade level meetings are held frequently.

Culture and collaboration for teachers will be supported by common planning time for content areas. Themed days with pot-luck meals in the lounge. (Super bowl tailgate lunch, birthday month celebrations, chili cook-off and nacho bars.

School Processes & Programs Strengths

Our strength is the ownership of the staff and students in the school.

We collaborate frequently to find new ways to provide support for staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many staff members were unhappy and didn't feel supported. **Root Cause**: Poor structure and lack of campus expectations for students and staff caused the culture to become disjointed

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.

Perceptions Strengths

High levels of learning.

Caring culture.

Welcoming place where students are happy.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

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 Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
System Safeguard Strategy 1) Actively use data from Eduphoria, Benchmarks, CBAs and STAAR to identify student academic weaknesses and intervention strategies.	Principal, Teachers	5% increase of STAAR results in each tested area, except for US History. US History is expected to increase by 10%.			
		Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1, 2			
System Safeguard Strategy 2) Reorganize advisory and pull outs to meet the needs of students based on Common Formative Assessment data every three weeks.	Principal, Teachers	Increased STAAR Results Increased CBA and CFA results			
		Problem Statements: Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1, 2			
System Safeguard 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.	Principal	Increased STAAR Results, Attendance Roster			
System Safeguard Strategy 4) Use of STAAR Strategies campus wide with visual aids and modifications as needed for STAAR; increase the number of times the strategically structured Advisory groups meet.	Teachers, Principal	Increased STAAR Results			
System Safeguard Strategy 5) Provide strategic scheduling of Advisory classes for students who failed to meet minimum expectations on STAAR tests and those who need improvement from level two to level three.	Principal, Counselors, Campus Academic Specialist	Increased STAAR, CFA, CBA Results			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our campus mastery level on STAAR is low. **Root Cause 1**: Our focus is mainly on having students "approach grade level"; therefore, our staff and resources were used for this instead of enriching and accelerating students.
Curriculum, Instruction, and Assessment
Problem Statement 1: The understanding of what a PLC is was not clear. Redundant work made it hard to get ownership from teachers. **Root Cause 1**: Adequate training was not given.
Student Academic Achievement
Problem Statement 1: All students are not performing to their potential. **Root Cause 1**: PLCs were not monitored, so data analysis was not specific to individual students or special populations of students.
Problem Statement 2: African Americans and Hispanic populations are under performing. **Root Cause 2**: Students were not targeted for specialized instruction.

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: STAAR Reports

    Summative Evaluation 2:

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	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.	Principal, Teachers	Increase in student achievement			
3) Level III Advanced performance on CBAs and Benchmarks will be monitored and reviewed with the faculty.	Campus Administrators	Increase in student achievement			
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Goal 2: Gentry Junior School will provide a well-balanced and appropriate curriculum to all students.

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

    Evaluation Data Source(s) 1: STAAR Results

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
System Safeguard Strategy 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	Increase in student achievement			
System Safeguard Strategy 2) All teachers will be trained in and utilize the SI model of teaching.	Principal, Teachers	ELL growth by 5%.			
3) Using intensive accelerated instruction such as Journey and LLI guided reading.	Principal, Teachers	Increased TELPAS, STAAR scores.			
4) Utilize district specialist to provide additional support in classroom instruction; specialist will visit classrooms by teacher request.	Principal	Increase in student achievement			
5) 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 and activities	Principal, Teachers	School Community Score Card Results			
6) Increase the number of teachers with ESL certification	Principal	More teachers to support our ELL students.			
System Safeguard Strategy 7) 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 creating a math and reading lab, and targeted advisory with their responsible teachers.			
8) Continuously monitor individual student classroom performance in STAAR test subjects prior to STAAR administration.	Teachers, Campus Administrators	Increase in student achievement			
9) 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, Teachers	Increase in student achievement			
10) 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	Increase in student achievement			

System Safeguard Strategy 11) All ELL core content teachers will display the content objective (TEKS) and language objectives in their classroom.	Teachers, Principal	Students will have a better understanding of what and how they should be learning in class.	
12) ELL instructional Aides will support the core content area teacher with the delivery of instruction and implementation of best practice strategies.	Principal	Increased TELPAS and STAAR scores.	
System Safeguard Strategy 13) Analyze data in order to make appropriate testing decisions for Special Education students.	Teachers, Campus Administrators	Increased STAAR scores.	
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue			

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

Performance Objective 2: Gentry Junior School will ensure academic success for all students by closing the achievement gaps.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

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	Increase in student achievement			
2) Utilize developmental reading assessment 2 (DRA2) and SRI to establish accurate reading levels	Teachers	Increase in student achievement			
3) Provide support for struggling readers through READ 180 system.	Principal, Teachers	SRI test results			
4) Implement Abydos curriculum for advanced courses in English Language Arts .	Principal, Assistant Principal	Increase in our STAAR level three performance.			
System Safeguard Strategy 5) Administer a writing benchmark, score and analyze results to provide targeted instruction and organize tutoring sessions.	Teachers, Principal	Increase in Benchmark and STAAR writing results			
6) 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			
	Funding Sources: Coordination of Local and State Funds - 10000.00				
7) All Pre-AP social studies students will prepare History Fair projects and bibliographies using an online service.	Teachers	increase in local, state and national level contest results			
8) The theater department will work to help students increase their understanding of heritage and tradition through historical and cultural studies, field trips and school performances.	Teachers	Increase in student participation			
9) 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			
✔ = Accomplished = Considerable = Some Progress = 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: Create and implement a campus plan for academic guidance and character building.

Evaluation Data Source(s) 1: Counselor Documentation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Develop lesson plans for character building via research based curriculum.	Counselor	Increase in student achievement			
2) Assist 8th grade students as they map out education/career goals and endorsement plans via the process for high school transition.	Counselor	High School Registration completed			
3) Identify struggling students by tracking current grades and holding individual academic conferences.	Counselor, Campus Administrators, Campus Instructional Specialists	Increase in student achievement			
4) Manage and schedule appropriate placement for individual student academic needs such as intervention classes, READ 180, SI, and co-teach	Counselor, Campus Administrators	Increase in student achievement			
5) Conduct personal graduation plan meetings by identifying students through STAAR assessments to make academic plans and educational goals.	Counselor	Registration, endorsement plan and student schedules completed			
✓ = Accomplished = Considerable = Some Progress = 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 2: Gentry Junior School will maintain an attendance rate at or above 96.5%

Evaluation Data Source(s) 2: EOY Attendance Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Gentry Junior School will track student attendance and file on students for non-attendance through the attendance clerk and A2A program. Teachers will contact attendance clerk when a student has multiple absences.	Campus Administrators, Teachers	Increase in attendance			
2) Gentry Junior School will communicate with parents via phone calls, emails, or home visits if necessary in an attempt to increase student attendance. Lack of improvement in student's individual attendance will lead to court warnings or referrals.	Campus Administrators, Counselor	Increase in attendance			
✔ = Accomplished　◕ = Considerable　◔ = Some Progress　⬤ = No Progress　✖ = 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 Source(s) 1: PTSO membership roster, Watch Dog Roster, Attendance

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 Operation Smart Start and consistent tardy sweeps.	Teachers, Principal	Increase in attendance			
2) Increased visibility from Campus Security and Administrators in all areas of the school and campus events.	Principal, Campus Administrators	Decrease in student behavior issues			
3) The principal will greet students at the front door with handshakes and encouraging words while checking for dress code compliance.	Principal	Decrease in behavior issues			
4) Student involvement in PALS partnership with High School leadership team.	Principal	Increase in student achievement			
5) Increase citizenship and pride through participation in Crime Stoppers.	Principal	Increase in student achievement			
6) The Theatre department will work to provide students with experiences which increase their understanding of self and others, while allowing them to solve problems, build self concepts and relate inter-personally.	Teachers	Increase in student achievement			
7) Teachers of elective courses will implement character development through school-wide community service projects; and review of weekly character building quotes and vocabulary and weekly Olweus Training.	Teachers	Increase in student achievement			
8) 8th grade students will experience social etiquette by participating in the end of the year Etiquette Luncheon.	Teachers, Parent Teacher Organization, Assistant Principal	Increase in 8th Grade Attendance at event			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = 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 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	100% highly effective staff roster			
2) Assure that all assignments and re-assignments are filled with highly effective Staff	Principal	100% highly effective staff roster			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers	Principal	Feedback survey completed and analyzed			
System Safeguard Strategy 4) Ensure that low income students and minority students are taught by experienced teachers.	Principal	Increased STAAR Results			
5) Assess the staff development needs of those teachers not meeting highly effective standards.	Principal	100% highly effective staff roster			
6) Conduct mid-year review of teacher staff development hours.	Principal	Reports reviewed and analyzed			
7) Select only highly effective teachers from the applicant pool.	Principal	100% highly effective staff roster			
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	Additional certificates attained			
10) Encourage all teachers to become ESL and GT certified.	Principal	Increase in ESL and GT certified staff			
11) Continue with SI training during the school year with the SI team.	Principal	100% of the staff trained			
12) Administrators will follow a schedule requiring five observations/walkthroughs each week.	Principal	Charts from walkthrough data reviewed and analyzed			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = 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 the Career Day partnership with Lee College, ACT Explore testing, Career Portals, and Naviance 6-year planning.

    Evaluation Data Source(s) 1: Participation Rosters

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 8th grade students will participate in the Naviance program for creating a six-year plan; all students will have the opportunity to participate in College Day by wearing shirts that support a college to which they aspire to attend.	Teachers	Increase in student achievement			
2) Continue the practice of awarding prizes for those with perfect attendance for the previous six weeks.	Principal, Campus Administrators, Partner in Education	Increase in student achievement			
3) Review attendance policy and campus policies and expectations at Open House.	Principal	Increase in attendance			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✖ = 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: School Community Score Card Results

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, Study Island and as well as the use of the computer labs and classroom I-Pads	Principal, Teachers	Increase in student achievement			
2) Conduct an open computer lab in the mornings four days a week for student computer use.	Teachers	Increase in student achievement			
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Actively use data from Eduphoria, Benchmarks, CBAs and STAAR to identify student academic weaknesses and intervention strategies.
1	1	2	Reorganize advisory and pull outs to meet the needs of students based on Common Formative Assessment data every three weeks.
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; increase the number of times the strategically structured Advisory groups meet.
1	1	5	Provide strategic scheduling of Advisory classes for students who failed to meet minimum expectations on STAAR tests and those who need improvement from level two to level three.
2	1	1	Maintain a Sheltered Instruction team of core content teachers at each grade level and schedule all ESL students with appropriate SI team.
2	1	2	All teachers will be trained in and utilize the SI model of teaching.
2	1	7	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.
2	1	11	All ELL core content teachers will display the content objective (TEKS) and language objectives in their classroom.
2	1	13	Analyze data in order to make appropriate testing decisions for Special Education students.
2	2	5	Administer a writing benchmark, score and analyze results to provide targeted instruction and organize tutoring sessions.
5	1	4	Ensure that low income students and minority students are taught by experienced teachers.

Instructional Team Leaders

Committee Role	Name	Position
Non-classroom Professional	Angela Putnam	
Administrator	Kathy Holland	
Classroom Teacher	Melissa Chapman	
counselor	Darlene Minyard	
Non-classroom Professional	Cristina Lawson	
Non-classroom Professional	David Yepez	
Non-classroom Professional	Saundra Christopher	
District-level Professional	Karen Thomas	AED
Classroom Teacher	Patricia Authement	
Classroom Teacher	Samantha Fullbright	
Classroom Teacher	Tara Marshall	
Classroom Teacher	Leanne leslie	
Classroom Teacher	Mary Broussard	
Classroom Teacher	Maribel Kohles	
Classroom Teacher	Angella Malveaux	
Parent	Jess Vass	
Business Representative	Shae Cottar	

Campus Funding Summary

Coordination of Local and State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	6	Tutorial costs	SCE Funds	$10,000.00
				Sub-Total	$10,000.00
				Grand Total	$10,000.00

Addendums

Campus: __Gentry__   School Year: __2016-2017__   Date Completed: __May 25, 2017__

Program Evaluation for NCLB-Title III, Part A-Limited English Proficient	
Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	Title III funds were used to hire a tutor.
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	The tutor allowed students to get more one on one help.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	We would like to continue with extra support in regards to the tutor/aide.

Campus: **Gentry** School Year: **2016 - 2017** Date Completed: **May 25, 2017**

Program Evaluation
for
Gifted and Talented-Program Intent "21"

Program Funding Amount for Current School Year:	$ 115.20
Specific Program Expenditures for the current school year (staff, materials, etc.)	Students took a field trip to Centerpoint.
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	All teachers are GT certified
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Need more enrichment activities

Campus: _Gentry_   School Year: _2016-2017_   Date Completed: _MAy 25, 2017_

Program Evaluation for Special Education-Program Intent "23"	
Program Funding Amount for Current School Year:	$ 964.35
Specific Program Expenditures for the current school year (staff, materials, etc.)	Supplies to support integrated math and ELA classes
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Spec. Ed. students had additional opportunities to be successful.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Co-teacher modeling and staff development

Campus: GENTRY   School Year: 2016-2017   Date Completed: MAY 25, 2017

Program Evaluation
for
Bilingual/ESL-Program Intent "25"

Program Funding Amount for Current School Year:	$417.00
Specific Program Expenditures for the current school year (staff, materials, etc.)	Bilingual Dictionaries ESL Family Nights
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	More parent involvement Student growth in learning English
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Prof. Development in Sheltered Instruction

Campus: __GENTRY__   School Year: __2016 — 2017__   Date Completed: __MAy 25, 2017__

Program Evaluation
for
Parent Involvement Opportunities

Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	Watchdogs PTSO Multiple opportunities for parent Family nights, Open House... involvement
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	More families involved
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Communicate information about opportunities to parents more effectively

Campus: _Gentry_   School Year: _2016-2017_   Date Completed: _May 25, 2017_

Program Evaluation
for
High School Allotment-Program Intent "31"

Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	A team was sent to the PLC conference.
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Our PLC model grew and helped grow collaboration and academic focus on our campus.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Continue to train Rest of Staff on PLC.

Program Evaluation
for
NCLB-Title I, Part C-Migrant Education Program

Program Funding Amount for Current School Year:	*not enough to evaluate*
Specific Program Expenditures for the current school year (staff, materials, etc.)	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	