Goose Creek Consolidated Independent School District

George H. Gentry Junior High

2016-2017 Campus Improvement Plan

Mission Statement

The mission of George H. Gentry Junior High School is to create a better future by empowering students to become successful through proven educational research and building positive relationships.

Vision

A beacon of hope for children and educators where proven educational research becomes effective common practice.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- The team looked at the following data in determining our needs and strengths in the area of demographics:
  - Ethnicity breakdown of the student population (African Americans-17.05%, , Asian 3.00%, Hispanic/Latino 46.61%, White 29.65% and Two or more races is 3.10%)
  - TEA Report Card for Gentry
  - STAAR results for the 2014-2015 school year

Demographics Strengths

- The following **strengths** have occurred this year addressing the needs of the groups mentioned above:
  - Teacher relationships
  - Math and Science camps
  - SSI
  - Family Night
  - We want to be more **proactive** instead of **reactive** in the future with **all** of our students.

Demographics Needs

- The following **needs** are crucial for all ethnicity groups to be successful at Gentry:
  - More parent involvement-Fall and spring "Gentry Family Night" – all curriculum representatives in a rotation style meeting
  - The African American student population (17%) scored the lowest of the sub populations (54%) on the 2015 STAAR test (all subjects). More instructional support is needed for this group
  - The Economic Disadvantaged sub population also scored low with 58% passing on the STAAR test-all subjects.
  - ISS needs to be restructured to help the students improve their **behaviors.** We will need money for a behavior improvement curriculum.
  - More community involvement
  - Academic Pep Rallies at the end of each 6 weeks to celebrate the successes of our Gentry students

- Academic/Behavior Fun Day at the end of each six weeks for those students who have passed all of their classes and have no office referrals. For those that do not qualify, they will work on a behavior improvement curriculum. This celebration could be two periods long at the end of the six weeks. We will need monetary support from our PTSO, CIS program, our PIE and area businesses.

Student Achievement

Student Achievement Summary

- In the 8th grade, we slid down two percentage points in Social Studies and scored 56%.
- In the 7th grade, we scored 69% in reading which was 6% less than the previous year. We scored 71% in math which is 1% point less than last year and in writing we scored 3 percentage point less than the previous year which was 69%, but still the highest in the district and higher than the state averages.
- In 6th grade, we scored 66% in reading and 67% in math.
- We achieved quartile 1 in 7th grade mathematics achievement.
- We achieved quartile 2 in EOC algebra, 8th grade mathematics, Greater than expected growth in ELA, 7th reading.

Student Achievement Strengths

- We made some strides this year and were above the state and district averages in multiple categories. In 8th grade ELA, we scored 87% adding 1 point improvement from last year, which was the highest in the district and above the state. We scored 78% in math which was 16 percentage points higher than last year. Science in the 8th grade went up 6% points and scored 71%.
- We quartile 1 in 7th grade mathematics achievement. We achieved quartile 2 in EOC algebra, 8th grade mathematics, Greater than expected growth in ELA, 7th reading.

Student Achievement Needs

We are continuing to work on our Math and ELA scores while addressing 8th grade Social Studies and our AA population that struggles.

School Culture and Climate

School Culture and Climate Summary

- Gentry Jr. School has teachers that care. They will go to any length to help a child be successful.
- Team Collaboration is increasing due to the Professional Learning Community Process

School Culture and Climate Strengths

- Teachers will go to any length to help a child be successful.
- Team Collaboration

School Culture and Climate Needs

- To change our climate, we need clear school wide written expectations and consequences.
- ALL Expectations need to be TAUGHT and ENFORCED the first 3 – 6 weeks of the school year. Example: If we want the students to walk on the right side of the hall, put tape with arrows to show students.
- All school personnel should enforce walking on the right side of the hall. Anyone that doesn't follow expectations should have consequences.
- A survey needs to be conducted.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Some staff changes have occured. Due to typical resons I.E. retirement, re-location etc. Support for teachers new to the profession is needed. We have about 12 tenured teachers on staff.

Staff Quality, Recruitment, and Retention Strengths

- Mentor teachers and buddies.
- Multiple committees called upon to screen applicants.

Staff Quality, Recruitment, and Retention Needs

- More teacher incentives.
- Decrease class sizes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Assessment and curriculum is aligned on the district level
- Instruction varies from the scope and sequence
- The PLC framework will help align instruction with assessment and curriculum

Curriculum, Instruction, and Assessment Strengths

- Teachers work together in teams
- The implementation of the PLC framework assists with alignment and rigor
- The district supports instruction with training and materials

Curriculum, Instruction, and Assessment Needs

- Further training on instructional practices
- Further training on professional learning communities
- Additional staff to assist with a growing diverse student population

Family and Community Involvement

Family and Community Involvement Summary

- What evidence exist that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
  - There should be a way to meet all stakeholders of our community and help welcome them to our campus.
  - TRENDS and PATTERNS: One negative trend-many of the students like to go to CIS to work on assignments and other things. Clear communication and passes need to be given; also, protocol needs to be in place to set times that students are allowed.
  - A positive trend would be decreased hallway incidents when the Watch D.O.G.S are present on campus, as well as increased student and staff participation in extra-curricular activities due to parent volunteers involvement. The more we work together as a professional learning community the stronger the relationships are built between the students and educators, which minimizes discipline infractions.
  - This involvement is key because parents help build activities and sponsor fundraisers that help children perform curriculum mastered in the classroom. In regards to patterns and trends, I think we are seeing slightly lower attendance in parent volunteerism at concerts/contests etc. We have a little "burnout." For example, instead of using parent volunteers, the WATCH DOGS helped with the choir concert. As time moves forward, we need to build bridges with our Hispanic parents so that we have more people willing to volunteer. In August, the Orchestra program is hosting a parents' reception where the handbook will be reviewed so that the entire evening, we will have information relayed in two languages. Also, to help raise participation in the Hispanic community, the Fall Orchestra concert is dedicated to Latin Music and music from other cultures represented in the Orchestra. The addition of MUSE has added a new group of parents and community members interested in Gentry's ability to incorporate the Life Skills Kids into a mainstream music program in a meaningful way.
  - Communities in Schools of Baytown operates with six components of services: Supportive Guidance Services, Enrichment and Exploration, Educational Enhancement, Parent Engagement, Career Awareness, and Health and Human Services.
  - If families speak languages other than English, what are these languages? How does the school communicate in those languages? Languages other than English that students speak are one of the 23 Indian languages, Filipino, German, Urdu, Spanish, and Vietnamese. Most of the Goose Creek CISD communications is sent out in English and Spanish. GCCISD also has the New Arrival Center, in which students are serviced with Language Arts classes prior to returning to their home campus.
  - One of the programs GCCISD has incorporated for special students is DARE (Drug Abuse Resistance Education). Dare founded in 1983 has proven so successful that it is implemented in over 75% of our nations school district and over 52 countries. It is a police-officer led series of classroom lessons that teach students from kindergarten to 12th grade how to resist peer pressure and live drug and violence free lives.

Family and Community Involvement Strengths

- Programs that make positive contributions to support our staff and students:
  - PTSO
  - Athletic booster clubs

- Watch D.O.G.S
- CIS
- Extracurricular Activities: Theatre, Band, Orchestra, Choir, MUSE

Family and Community Involvement Needs

- CIS current staff needs to be changed
- Need more ways to reach and communicate with our Hispanic population.

School Context and Organization

School Context and Organization Summary

- District offers outstanding training
- Classroom management training and revisiting of structures need to be in place
- More teacher voice is needed
- Community members support through PTSO and WatchDogs
- Perceptions of Gentry are good in the community

School Context and Organization Strengths

- Watch Dogs and Parent Teacher Student Organization Support our campus.
- Communities and school events

School Context and Organization Needs

- Include more teacher voice
- Use different committees in order to expand teacher decision making.

Technology

Technology Summary

- What technology do we have? Classrooms are equipped with presentation stations that include: laptop, document camera, and web camera, ceiling mounted projectors, promethean board, teacher desktop, thirty two ActivExpression Clickers, and ActivSlate. Language Arts teachers have a classroom set of iPads. History teachers have a classroom set of laptops. There are two iPad carts available to check out in the library. Video streaming (Discovery Channel & Brain Pop) are available to all staff. Google Apps for Education is available to all staff.
- What is the technology proficiency for staff and students? Most of the staff & students are proficient in navigating computers, internet, and promethean board. Staff is lacking in using web 2.0 tools within their classrooms.
- How does staff feel about technology? The staff feels positive about the technology available to them because it enables them to deliver content and curriculum more effectively and efficiently.
- What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not? The biggest barrier is time. Other barriers include not fully understanding how to use the technology as well as not knowing how to integrate the technology to specific subject areas and not knowing how to plan for using the technology. When technology is not working, it makes it very difficult to follow lesson plans to revolve around the use of technology.
- What types of technology professional development have we provided? What was the impact for staff and students? Training has been provided at the district level on most all of the technology available to staff, however it's not mandatory. Students are positively affected by a teacher's successful integration of technology.
- In which content areas are we using technology and how? What is the effect? All content areas use technology to deliver content and curriculum. For example, a math teacher may present a worksheet using the technology and have students solve problems directly on the promethean board showing their work for all students to see. Technology enables students to be active participants in the learning process.
- How does the design of the network provide for the users it supports? The network enables students and staff to access information and documents needed successfully deliver instruction and complete assignments.
- How is technology utilized to support curriculum, instruction, and assessment integration and implementation? We are moving towards delivering solutions which empower students and teachers to use technology to its fullest extent with diminishing need for support. The vast array of web 2.0 tools available today allows students and staff many options for communications, access and publishing work. These tools also allow our staff to work collaboratively on the work of schools like curriculum, assessment, instruction and other district initiatives

Technology Strengths

- Administrative use of technology for campus organization and communication
- Emphasis on student use of technology in classrooms
- The use of technology to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective decision-making and strategic planning

- Software such as Aware on Forethought provide teachers on-line curriculum and assessment data to enable decision making
- Pilot programs, such as flipped/blended learning, are being discussed in hopes of implementation
- Most teachers utilize the technology available to them
- We have up to date software.

Technology Needs

- More professional development is needed to train teachers how to better utilize the smartboard within their classrooms.
- More mandatory training in using clickers with Eduphoria (for CFA's).
- Additionally, more training is needed in web 2.0 tools and integrating digital tools into planning and instruction.
- Although training is provided at the district level for google apps, iPads, & web 2.0 tools, not all teachers take advantage, therefore we need mandatory training at campus level.
- More iPad carts are in need to accommodate more staff on a regular basis.
- Math is lacking 1:1 technology in the classroom and needs either laptops or iPads

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
- State and federal planning requirements

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

- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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 Met Standard with distinctions and post-secondary success.

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

Summative Evaluation: STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Actively use data from Eduphoria, Benchmarks, CBA's and STAAR to identify student academic weaknesses and intervention strategies.	Principal, Teachers, Campus Instructional Specialists	STAAR results			
State 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,	STAAR Results 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.	Teachers, District Specialists, Principal	STAAR Results, Attendance Roster			
4) Use of STAAR Strategies campus wide with visual aids and modify as needed for STAAR; increase the number of times the strategically structured Advisory groups meet.	Teachers, Principal	STAAR Results			
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	STAAR, CFA, CBA Results			
✔ = Accomplished ◖ = Considerable ◖ = Some Progress ● = No Progress ✖ = Discontinue					

Goal 1: Gentry Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving Met Standard with distinctions 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.

Summative Evaluation: STAAR Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Gentry Junior School will continue to participate in Staff Development; during PLCs on Questioning Strategy (DOK Levels and Rigor& Relevance) in order to promote critical thinking and rigorous lessons in all classes.	Teachers, District Specialists, Principal	Lesson Plans, Increase data in the use of questioning strategies			
2) Teachers will differentiate and accelerate instruction for GT and Pre AP students in an effort to increase Level III performance.	Principal, Campus Instructional Specialists, Teachers	Lesson Plans, Classroom Walkthroughs			
3) Level III Advanced performance on CBA's and Benchmarks will be monitored and reviewed with the faculty.	Campus Instructional Specialists, Campus Administrators	Level III Scores on STAAR			
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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

Summative Evaluation: STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Maintain a SIOP team of core content teachers at each grade level and schedule all ESL students with appropriate SIOP team.	Principal, Teachers	STAAR Results			
2) All teachers will be trained in and utilize the SIOP model of teaching.	Principal, Teachers	STAAR results			
3) Using intensive accelerated instruction such as Journey, Cog-Med, Fast forward, Think Through Math and Study Island.	Principal, Teachers	TELPAS, STAAR			
4) Utilize district specialist to provide additional support in classroom instruction; specialist will visit classrooms by teacher request.	Principal, District Specialists	STAAR Results			
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	STAAR Results			
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	teacher records			
8) Continuously monitor individual student classroom performance in STAAR test subjects prior to STAAR administration.	Teachers, Campus Administrators	data, report cards			
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	Testing data, report cards			
10) Provide campus based mentoring program to include relationship building with the goal of instilling a greater value for education through CIS	Teachers, Communities In School	Attendance, Assessment results			
11) All ELL core content teachers will display the content objective (TEKS) and language objectives in their classroom.	Teachers, Principal	STAAR scores; ESL exit #			
12) ELL instructional Aides will support the core content area teacher with the delivery of instruction and implementation of best practice strategies.	Principal	STAAR scores; exit ESL #			
13) Analyze data in order to make appropriate testing decisions for Special Education students.	Teachers, Campus Administrators	STAAR/STAAR- A results			

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

Performance Objective 2: Gentry Junior School will continue to implement structures in order to actively monitor classroom instruction and student progress

Summative Evaluation: EOY Observation Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Administrators will follow a scheduled walkthrough process requiring five observations each week	Principal	Charts from walkthrough data			
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Goal 2: Gentry Junior School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 3: Gentry Junior School will ensure academic success for all students by closing the achievement gaps.

Summative Evaluation: STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide support for struggling readers through READ 180 system.	Counselor, Principal, Teachers	SRI PRE- AND POST TEST RESULTS			
2) Utilize developmental reading assessment 2 (DRA2) and SRI to establish accurate reading levels	Teachers	STAAR, benchmark, CBA results			
3) All Pre-AP social studies students will prepare History Fair projects and bibliographies using an online service.	Teachers	local, state and national level contest results			
4) Administer a Benchmark, score and analyze results to provide targeted instruction and organize tutoring sessions.	Teachers, Principal	STAAR writing results			
5) Conduct PLC meetings to review data throughout the year and after each CBA and Benchmark to determine intervention for struggling students	Teachers, Campus Instructional Specialists	Intervention Attendance			
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	Assessment Scores			
7) The theatre department will work to help students increase their understanding of heritage and tradition through historical and cultural studies, field trips and in school performances.	Teachers	Test Scores, Report Cards			
8) Implement Abydos curriculum for advanced courses in English Language Arts .	Principal, Assistant Principal	STAAR Scores, increase in our level three performance.			
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Goal 2: Gentry Junior School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 4: Gentry Junior School will meet or exceed the participation rates for all student groups taking the STAAR test

Summative Evaluation: STAAR Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) 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			
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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.

Summative Evaluation: Counselor Documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Develop lesson plans for character building via research based curriculum and staff development.	Counselor	Lesson Plans			
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			
3) Identify struggling students by tracking current grades and holding individual academic conferences.	Counselor, Campus Administrators, Campus Instructional Specialists	Report Cards			
4) Manage and schedule appropriate placement for students individual academic needs such as intervention classes, READ 180, SIOP, and co-teach	Counselor, Campus Administrators	Master Schedule			
5) Conduct personal graduation plans by identifying students through STAAR assessments and make academic plans and educational goals.	Counselor	Registration			
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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%

Summative Evaluation: EOY Attendance Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	Attendance Clerk, Campus Administrators, Teachers	Attendance Records, Court Reports			
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.	Attendance Clerk, Campus Administrators, Counselor	Attendance Records, Court Reports			
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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.

Summative Evaluation: PTSO membership roster, Watch Dog Roster, Attendance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Attendance			
2) Increased visibility from Campus Security and Administrators in all areas of the school and campus events.	Principal, Campus Administrators	TEAMS reports			
3) Principal will greet students at the front door with handshakes and encouraging words while checking for dress code compliance.	Principal	TEAMS data, Review 360			
4) Student involvement in PALS partnership with High School leadership team.	Principal	Sign-in			
5) Increase citizenship and pride through participation in Crime Stoppers.	Principal	TEAMS data			
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 interpersonally.	Teachers	Lesson plans, walk throughs, observational data			
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				
8) Students will experience table manners.	Teachers, Parent Teacher Organization, Assistant Principal	8th Grade Attendance at event			
9) Gentry will involve staff and community in Lock-ins for Boys and Girls groups that will include leadership skill activities as well as character building and restorative practices.	Principal	Sign sheets, decreases in student discipline in each child and campus			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue					

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

Performance Objective 1: All Students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) or state certified in NCLB rules do not apply.

Summative Evaluation: Staff Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Recruit early from a pool of Highly Qualified teachers in core academic subject areas.	Principal	Master Schedule			
2) Assure that all assignments and re-assignments are filled with Highly Qualified Staff	Principal	STAAR Results			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers	Principal	Meet with new teachers discuss effectiveness and record minutes. observational data and notes			
4) Ensure that low income students and minority students are not taught at higher rates than other student groups by inexperienced teachers	Principal	STAAR Results			
5) Improve instructional practices through professional growth for teachers. Gentry Math Department will attend the Conference for the Advancement of Mathematics Teaching. (CAMT).	Teachers	STAAR results			
6) Assess the staff development needs of those teachers not meeting HQ standards.	admin, Principal	Status of Highly Qualified			
7) Conduct mid-year review of teacher staff development hours.	Principal	certificates of attendance			
8) Select only HQ teachers from the applicant pool.	Principal	Status of Highly qualified			
9) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Principal	staffing assignments			
10) Encourage and solicit teachers to add subject area certifications.	Principal	certifications			
11) Encourage all teachers to become ESL and GT certified.	Principal	certifications			
12) Continue with SIOP training during the school year with the SIOP team.	Principal	certificate of attendance			
13) All teachers will engage in viewing video of their own teaching practices to illicit discussion and increase desired student and teacher behaviors.	Stewart, Murrell	Teacher reflections and workbook monitoring.			
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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.

Summative Evaluation: Participation Rosters

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Student rosters			
2) Continue the practice of awarding prizes for those with perfect attendance for the previous six weeks.	Principal, Campus Administrators, Partner in Education	attendance awards			
3) Administrative intervention via phone calls and home visits.	Campus Administrators	Attendance Report			
4) Open House summary of attendance policy and procedure as well as review state compulsory attendance law with regard to promotion.	Principal	agenda, sign in rosters			
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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.

Summative Evaluation: School Community Score Card Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	STAAR results			
2) Conduct an open computer lab in the mornings four days a week for student computer use.	Teachers	sign in sheets			
3) Improve instruction via the use of technology in the classrooms	Teachers	STAAR scores			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Reorganize advisory and pull outs to meet the needs of students based on Common Formative Assessment data every three weeks.

2016-2017 Campus Based Leadership Team

Committee Role	Name	Position
Administrator	David Yeppez	Assistant Principal
Administrator	Saundra Christopher	Assistant Principal
Administrator	Murrell Stewart	Prinicipal
Classroom Teacher	Angie Putnam	Teacher CAS
counselor	Darlene Minyard	counselor
counselor	Diana Hicks	counselor