

**Goose Creek Consolidated Independent School District**  
**George H. Gentry Junior High**  
**2018-2019 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

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	5
School Processes & Programs .....	9
Perceptions .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
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. ....	13
Goal 2: Gentry Junior School will provide a well-balanced and appropriate curriculum to all students. ....	15
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. ....	16
Goal 4: Gentry Junior School will provide and maintain a safe, positive learning environment. ....	19
Goal 5: Gentry Junior School will recruit, develop, and retain highly effective personnel. ....	20
Goal 6: Gentry Junior School will establish and maintain parental and community partnerships in education to enhance student achievement. ....	21
Goal 7: Gentry Junior School will provide the technology infrastructure and tools to maximize student achievement. ....	22
Comprehensive Support Strategies .....	23
Instructional Leadership Team .....	24
Campus Funding Summary .....	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Ethnicity Breakdown (2017-18)
  - African American 20.07% increased
  - Asian 3.27% increased
  - Hispanic/Latino 50.59% increased.
  - Caucasian/White 23.7% decreased
  - Two or more races 2.09%
  - American Indian/Alaskan Native .18%
- 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
- Teachers are highly qualified and certified
- Paraprofessionals are locally certified
- Low teacher turnover

### Demographics Strengths

- Low chronic absenteeism.
- High attendance rate (1st in district) -- attendance clerk calls home of absent students on a daily basis
- High staff retention rates
- Tier I, II and III intervention for ELs, and special populations
- Variety of professional development opportunities to support new and existing staff

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Based on new teacher observations, walkthroughs, conferences and summatives, new teachers struggle with the demands of classroom management and teaching strategies. **Root Cause:** New teachers are unprepared for the demands of education.

**Problem Statement 2:** Percent of teacher ethnicity does not match student ethnicity in the Hispanic and White populations. **Root Cause:** Applicant pool

does not have enough certified Hispanic teachers.

## Student Academic Achievement

### Student Academic Achievement Summary

Texas Academic Performance Report 2016-2017

STAAR Percent Exceeded Progress

All Grades

Subject	Year	District	Campus	African American	Special Education	ELL
All Subjects	2017	17%	15%	12%	8%	9%
	2016	15%	11%	7%	12%	10%
Reading	2017	15%	18%	14%	8%	9%
	2016	16%	15%	11%	16%	11%
Mathematics	2017	19%	13%	10%	8%	9%
	2016	13%	7%	4%	7%	8%

- ILT has met 5 times to discuss Gentry's current goals and future goals.
- We are fluid with processes and flexible to changes as we go throughout the year.
- Our students are performing quite well at Approaches Grade Level or above with a sum of 74% in All subjects.
- We will continue to target and provide continual support and additional strategies to help our struggling students included in the TAPR report listed above.
- Daily, morning and after school tutoring has helped student performance significantly.

### Student Academic Achievement Strengths

Progress of Prior-Year Non-Proficient Students

Subject	Year	District	Campus	African American	Special Education	ELL
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Reading	2017	33%	36%	27%	12%	*
	2016	35%	33%	25%	16%	24%
Mathematics	2017	42%	49%	43%		

Mathematics	2017	42%	49%	43%	17%	39%
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- April 2018 - 8<sup>th</sup> Grade STAAR Math Special Education population improved by 17%.
- Gentry ELL students also had the highest increase in LEP scores.
- Teachers are teaching bell to bell.
- Teacher efficacy is evident in all subject areas.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Not all students are engaging and focusing on the lessons being taught due to weak engagement and poor reading skills. **Root Cause:** Teachers must find ways to engage all students who are struggling with reading comprehension and vocabulary.



## School Processes & Programs

### School Processes & Programs Summary

- We recruit HQ teachers by interviewing with a well rounded hiring committee.
- We support new teachers by providing a mentor/buddy and hold monthly meetings.
- We will improve our PBIS system (ICMM cards) to 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.
- Monthly SI 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...)

### 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.
- Through the implementation of ICMM cards (PBIS) students were rewarded with multiple events/prizes.
- Positive culture among faculty and staff was built through multiple activities and treats given out by administration.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our ICMM card system is not as efficient or effective as it should be. **Root Cause:** First year 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.

### Perceptions Strengths

- High levels of learning.
- Caring culture.
- Welcoming place where students are happy.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parental Involvement in their child's education is minimal in Junior School. **Root Cause:** Language barriers, fear of the unknown, and perception that they are not needed contribute to this problem.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- 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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data






# Goals

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

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

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

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>Comprehensive Support Strategy</b> 1) Actively use data from Eduphoria, Benchmarks, CBAs and STAAR to identify student academic weaknesses and intervention strategies.	Principal Teachers	10% increase of STAAR results in each tested area			
<b>Comprehensive Support Strategy</b> 2) 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			
<b>Comprehensive Support Strategy</b> 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			
<b>Comprehensive Support Strategy</b> 4) Use of STAAR Strategies campus wide with visual aids and modifications as needed for STAAR.	Teachers Principal	Increased STAAR Results			
<b>Comprehensive Support Strategy</b> 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.	Principal, Counselors Campus Academic Specialist	Increased STAAR, CFA, and 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 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:**

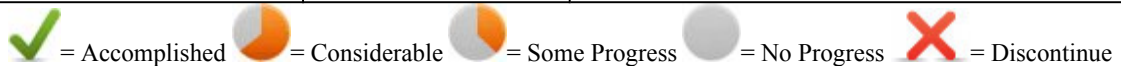
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Gentry Junior School will continue to participate in Staff Development during campus PLC days by engaging in Questioning Strategy (DOK Levels and Rigor& Relevance) in order to promote critical thinking 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			
					

**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:** STAAR Results

**Summative Evaluation 1:**

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) Provide support for struggling readers through the LLI system.	Principal Teachers	SRI test results			
<b>Comprehensive Support Strategy</b> 3) 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			
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			
Funding Sources: Coordination of Local and State Funds - 10000.00					
5) All social studies students will prepare History Fair projects and bibliographies using an online service.	Teachers	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			
					

**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:** STAAR Results

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p><b>Comprehensive Support Strategy</b> 1) Maintain a Sheltered Instruction team of core content teachers at each grade level and schedule all ESL students with appropriate SI team.</p>	Principal Teachers	Increase in student achievement			
<p><b>Comprehensive Support Strategy</b> 2) All teachers will be trained in and utilize the SI model of teaching.</p>	Principal Teachers	ELL growth by 5%.			
3) Using intensive accelerated instruction such as LLI guided reading.	Principal Teachers	Increased TELPAS and 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, activities and targeted zero period and Saturday camp times.	Principal Teachers	School Community Score Card Results			
6) Increase the number of teachers with ESL certification	Principal	More teachers to support our ELL students			
<p><b>Comprehensive Support Strategy</b> 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.</p>	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			
<b>Comprehensive Support Strategy</b> 11) All 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			
<b>Comprehensive Support Strategy</b> 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 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:**

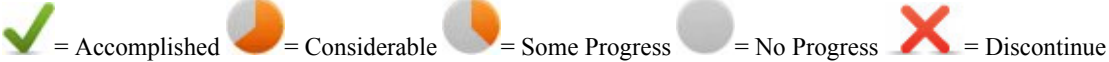
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Strategies need to be entered					
2) Gentry will monitor student attendance regularly and discuss absenteeism with attendance clerk during weekly SST meetings. Our administrator teams will make home visits to support students and families.	Principal, Assistant Principals, Counselors, 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.

### 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			
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) 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	Increase in student achievement			
7) 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			
					

## 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			
<b>Comprehensive Support Strategy</b>	Principal	Increased STAAR Results			
4) Ensure that low income students and minority students are taught by experienced teachers.	Principal	100% highly effective staff roster			
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			
					

**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 at Gentry.

**Evaluation Data Source(s) 1:** Participation Rosters

**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 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			
4) AVID will become a campus wide push to support students in study skills, organization, writing, inquiry, collaboration and reading. Students will complete college research activities. Create an atmosphere that supports CCR,	Principal Assistant Principal CAS AVID teacher	create more college awareness.			
					

**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:** STAAR 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			
					

## Comprehensive Support 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	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.
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.
2	1	3	Administer a writing benchmark, score and analyze results to provide targeted instruction and organize tutoring sessions.
3	1	1	Maintain a Sheltered Instruction team of core content teachers at each grade level and schedule all ESL students with appropriate SI team.
3	1	2	All teachers will be trained in and utilize the SI model of teaching.
3	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.
3	1	11	All core content teachers will display the content objective (TEKS) and language objectives in their classroom.
3	1	13	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.

## Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Angela Putnam	SSA
Non-classroom Professional	Cristina Lawson	CAS
Classroom Teacher	Tara Fountain	Teacher
Classroom Teacher	Kim Baker	Teacher
Classroom Teacher	Melissa Chapman	Teacher
Classroom Teacher	Samantha Fullbright	Teacher
Classroom Teacher	Mary Broussard	SP. Ed. Teacher
Administrator	Kathy Holland	Principal
Parent	Heather Rohus	Parent
Community Representative	Jess Cottar	Parent
Business Representative	Shae Cottar	Business
Administrator	Nicole Blakeslee	Counselor
Classroom Teacher	Steven Bingham	Teacher



## 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