

# Goose Creek Consolidated Independent School District

## George H. Gentry Junior High

### 2021-2022 Campus Improvement Plan



# Mission Statement

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

## Vision

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

## Value Statement

Ignite.Innovate.Imagine

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The demographics for the campus include:

#### Student Ethnicity Breakdown (2020-2021)

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

#### Teacher Ethnicity

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

### Demographics Strengths

- Teachers are highly qualified and certified
- Paraprofessionals are locally certified
- Low teacher turnover
- Low chronic absenteeism
- Good attendance rate
- Attendance clerk and APs calls home of absent and at-risk students on a daily basis
- Campus uses RAAWEE to track attendance.
- SST intervenes to combat absences

- Tier I, II, and III interventions for Els, and special populations
- Variety of professional development opportunities to support new and existing staff

# Student Learning

## Student Learning Summary

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

Reading				Math			
	Approaches	Meets	Masters		Approaches	Meets	Masters
6th	52.64%	24.94%	8.06%	6th	60.61%	30.30%	9.34%
7th	67.58%	39.01%	18.41%	7th	66.40%	35.23%	13.82%
8th	71.19%	43.49%	17.17%	8th	71.96%	50.16%	12.77%

Writing			
	Approaches	Meets	Masters
7th	58.76%	30.46%	7.82%

Science				Social Studies			
	Approaches	Meets	Masters		Approaches	Meets	Masters
8th	69.27%	48.88%	27.93%	8th	55.87%	29.89%	16.20%

The campus implements RISE days every other week targeting enrichment and masters level work.

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

## Student Learning Strengths

- Masters level increased in science by 5 percentage points from 2019 to 2021.
- Teachers are teaching bell to bell.
- Teacher are highly qualified and know their content.
- Intervention and enrichment is built into the school day.
- PLC growth toward a common goal of student success.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Gentry Junior School should have a higher percentage at the Masters level on state assessments considering our student demographics. **Root Cause:** The perception is that master level percentages are not increasing because there is not a 100% commitment from teachers and students.

# School Processes & Programs

## School Processes & Programs Summary

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

## School Processes & Programs Strengths

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



# Perceptions

## Perceptions Summary

- The perception of Gentry Junior is that our students have the best opportunity for learning.
- Our leadership is collaborative and communicative.
- We welcome the community and believe that it takes all stakeholders to ensure the success of every student.
- We believe in our students and provide a safe and secure environment.
- Communication through a variety of means can be improved.
- Many parents visit the school during lunches.
- Bullying is taken seriously and investigations completed effectively, however we have to do a better job of teaching students a better way. We have to create more awareness and plans with the staff.
- Discipline data indicates office referrals after lunch and last period are much higher due to starting late and ending late. Students are better behaved and more attentive in the morning.

## Perceptions Strengths

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

# Priority Problem Statements

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

**Root Cause 1:** The perception is that master level percentages are not increasing because there is not a 100% commitment from teachers and students.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Equity data
- TTESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals





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

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

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All core content teachers will display the content objective (TEKS) and language objectives in their classroom.  <b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of why, how and what they should be learning in class.  <b>Staff Responsible for Monitoring:</b> Campus Administrators; CAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use of STAAR Strategies campus wide with visual aids and modifications as needed for STAAR.  <b>Strategy's Expected Result/Impact:</b> Increased student learning and test taking strategies. Create confident test takers and increase of STAAR Results.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math and Reading Block-100 minutes every day for every student with math and reading intervention periods for Tier III students on top of the 100 minute blocks.  <b>Strategy's Expected Result/Impact:</b> Increased student learning., Increased STAAR Results , Increased CBA and CFA results  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continuously monitor individual student classroom performance in STAAR test subjects prior to STAAR administration.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement  <b>Staff Responsible for Monitoring:</b> Campus Administrators; CAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Actively use data from Eduphoria, Benchmarks, CBAs and STAAR to identify student academic weaknesses to provide intervention strategies. Campus RtI meetings monthly to identify students struggling with content.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase of STAAR results in each tested area</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Master's Level performance on CBAs and Benchmarks will be monitored and reviewed with the faculty. Individualized and flexible plans will be created to maximize student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Prior to STAAR testing provide subject specific rotations for all students; these camps will consist of an Advanced Camp and an Accelerated Instruction Camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Confident students that will be prepared for the STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Ed. Funds - \$500, Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500, Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR, CFA, and CBA Results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Campus Academic Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Special Education students will be monitored and supported by staff according to the individual needs as reflected in the IEP documentation. Scheduling will be designed to allow for joint grading and planning among the general ed and special ed teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Master Schedule will support SPED students to receive additional support in Math and Reading during block schedule and if needed, intervention period.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Campus Academic Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Analyze data in order to make appropriate testing decisions for Special Education students. <b>Strategy's Expected Result/Impact:</b> Increased student learning and growth in all areas. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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





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

**Targeted or ESF High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct PLC meetings to review data throughout the year and after each CBA and Benchmark to determine intervention for struggling students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement, Create cohesive and transparent teams that can dissect data to create better learning for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; CAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Maintain a Sheltered Instruction team of core content teachers at each grade level and schedule all ESL students with appropriate SI team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; CAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Gentry Junior School will continue to participate in Staff Development during campus PLC days by engaging in Questioning Strategy (DOK Levels and Rigor&amp; Relevance) in order to promote critical thinking and rigorous lessons in all classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All teachers will be trained in and utilize the SI model of teaching throughout the year, during after school faculty meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL growth by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; CAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will differentiate and accelerate instruction for GT and Honors students in an effort to increase Masters performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All social studies students will prepare History Fair projects and bibliographies using an online service.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student complexity and understanding regarding research and projects. Increase in local, state and national level contest results.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Gentry Junior School will use all forms of communication and transportation available to help ensure 100% participation rates for all of the student groups taking the STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> TEA Campus Accountability Reports; 100% STAAR Participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Gentry will monitor student attendance regularly and discuss absenteeism with attendance clerk during weekly Student Success Team meetings. Our administrator teams, Counselors, Social Worker and CIS will make home visits to support students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance rate to 97% overall.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Social Worker, CIS, Attendance Clerk, Teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide support for struggling readers through guided reading and the LLI system. Identify struggling readers and place in Tier III interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading level growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; CAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop and implement accelerated instruction for identified at-risk students before, during, or after school incorporating campus staff and temporary tutors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Campus Academic Specialist</p> <p><b>Funding Sources:</b> Tutorial costs - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide staff with training and information on expectations, goals and purposes of special programs such as Behavioral Support and FOCUS for students with qualifying disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of Special Populations to support student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide campus based mentoring program to include relationship building with the goal of instilling a greater value for education through Communities in Schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel valued and a part of a campus that supports them holistically.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Campus instructional aides will support the core content area teacher with the delivery of instruction and implementation of best practice strategies for identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased TELPAS and STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

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

**Evaluation Data Sources:** PTSO membership roster and events. Attendance and sign in sheets from family nights, safety debriefs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The principal will greet students at the front door with handshakes and encouraging words.  <b>Strategy's Expected Result/Impact:</b> Decrease in behavior issues  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Create an inclusive climate and culture where every student is valued.  <b>Staff Responsible for Monitoring:</b> Teachers                      Counselors                      Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement student wellness lessons through the Student Wellness Interventionist, campus counselors, Communities in Schools Staff, and the CATCH Team.  <b>Strategy's Expected Result/Impact:</b> Improved Student Wellness for students and staff.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to decrease the number of students tardy and limit their time out of class by using teacher hall pass and consistent tardy procedures.  <b>Strategy's Expected Result/Impact:</b> Increase in attendance, student learning and decrease in discipline issues.  <b>Staff Responsible for Monitoring:</b> Teachers                      Principal                      Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers and Administrators will continue to encourage an inclusive climate. The goal will be for our at-risk students to become more involved in Gentry clubs, activities and targeted zero period and Saturday camp times.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rosters at club meetings/events will show that students are connected. When students are connected with school and feel valued, learning and growth will occur.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers APs CIS SSA Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Student involvement in PALS partnership with High School leadership team.</p> <p><b>Strategy's Expected Result/Impact:</b> Will create positive relationships for Life Skills students with older peers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 8th grade students will experience social etiquette by participating in the end of the year Etiquette Luncheon.</p> <p><b>Strategy's Expected Result/Impact:</b> Social Support. Designed to encourage students to learn etiquette and how to speak to other students they do not know.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Parent Teacher Organization Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Increase citizenship and pride through participation in Crime Stoppers. Table wraps are being provided and informational signs are posted throughout the building.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in campus safety and encourage students to say something if they see something.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Sponsors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Increased visibility from Campus Security and Administrators in all areas of the school and campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline issues and increased campus safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Administrators Security and PO Counselors CIS</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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





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

**Evaluation Data Sources:** Staff Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recruit early from a pool of highly effective teachers in core academic subject areas. <b>Strategy's Expected Result/Impact:</b> Increase in student learning by having competent teachers. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure campus personnel decision-makers are available during peak recruiting/hiring times. <b>Strategy's Expected Result/Impact:</b> 100% highly effective staff roster <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Select only highly effective teachers from the applicant pool. <b>Strategy's Expected Result/Impact:</b> Higher student learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Assure that all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> Confident teachers that help to create an atmosphere of confident and successful learners. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Ensure that low income students and minority students are taught by experienced teachers. <b>Strategy's Expected Result/Impact:</b> Increased learning and growth by all special populations. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Administrators will follow a schedule requiring five observations/walkthroughs each week. <b>Strategy's Expected Result/Impact:</b> Walkthrough and observation data reviewed and analyzed weekly to ensure all teachers are being supported. Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Conduct mid-year conferences with teachers. <b>Strategy's Expected Result/Impact:</b> Teachers are supported and given feedback to help increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Assess the staff development needs of those teachers not meeting highly effective standards. <b>Strategy's Expected Result/Impact:</b> Growth in teachers=Growth in Students. Teacher retention. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Continue with SI training during the school year with the SI team. <b>Strategy's Expected Result/Impact:</b> All students, especially ELs, will be provided better strategies to address content. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Encourage and solicit teachers to add subject area certifications. <b>Strategy's Expected Result/Impact:</b> Master Schedule more maneuverable and knowledgeable staff can help across curricula. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Encourage all teachers to become ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> Increase in ESL and GT certified staff that can support students growth. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that new teachers and teachers new to the campus have all tools necessary be successful. Teachers will feel valued and take ownership of the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** Provide opportunities for parents, families, and the community partnerships to be involved and enhance student academic, attendance, and/or conduct expectations,





**Evaluation Data Sources:** Parent Event Schedules and Surveys, Community Event Schedules and Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review campus policies and expectations at Open House. Provide volunteer information to parents to encourage more involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Create better relationships that become true partnerships with parents and guardians.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide academic and other events for parents to participate in to promote campus instructional goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Create better relationships that become true partnerships with parents and guardians.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Campus Academic Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Partner with Shell Federal Credit Union to encourage Positive Behavior and attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive behavior and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Administrators Partner in Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All students will have the opportunity to participate in College Day by wearing shirts and creating posters that support a college to which they aspire to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness of College and Career opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

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

# Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Supplemental instructional materials	Special Ed. Funds	\$500.00
1	1	7	Supplemental instructional materials	GT Funds	\$500.00
1	1	7	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
3	1	3	Tutorial costs	SCE Funds	\$8,000.00
<b>Sub-Total</b>					\$9,500.00
<b>Grand Total</b>					\$9,500.00