

Goose Creek Consolidated Independent School District

George H. Gentry Junior High

2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

Mission Statement

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

Vision

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

Value Statement

Ignite.Innovate.Imagine

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student demographic %

- African American- 19.8%
- American Indian- .3%
- Asian- 2.3%
- Hispanic- 55.4%
- Pacific Islander-0%
- White- 20.4%
- Total Student Enrollment- 1,194

Teacher Demographic%

- White- 63.7%
- African American- 20.5%
- Asian- 2.9%
- Hispanic- 10%
- American Indian-1.4%
- 2 or more races- 1.4%
- Pacific Islander-0 %

**Student and teacher demographics are disproportionate.

Demographics Strengths

- Teachers are given a variety of professional development opportunities.
- Teachers are given many professional development opportunities.
- Teachers are highly qualified and certified.
- Paraprofessionals are locally certified.
- Attendance clerk and AP's call home for absent and at risk students on daily basis.
- New teachers are provided with quality support and mentorship.
- Professional development is provided often online and in person.

Student Learning

Student Learning Summary

Data Information indicates:

- All contents showed an increase in at least 1 category with the exception of 8th Social Studies.
- Weekly RISE classes to target mastery/enrichment.
- Math/Reading grade level rotations for increased student achievement.
- School wide implementation of AVID strategies.

	2022 STAAR			2021 STAAR			Difference		
	Appr.	Meets	Masters	Appr.	Meets	Masters	Appr.	Meets	Masters
6 ELA	66%	38%	17%	55%	27%	8%	+11	+11	+9
6 Math	72%	39%	16%	62%	33%	10%	+10	+6	+6
7th ELA	74%	40%	27%	69%	40%	19%	+5	0	+8
7th Math	66%	53%	13%	70%	39%	15%	-4	+14	-2
8th ELA	85%	66%	40%	73%	46%	17%	+12	+20	+23
8th Math	85%	49%	16%	74%	53%	14%	+9	-4	+2
8th Science	79%	47%	23%	71%	51%	30%	+8	-4	-7
8th Social Studies	56%	24%	9%	58%	33%	17%	-2	-9	-8
8th Algebra 1	100%	96%	85%	100%	85%	78%	0	+11	+7

Student Learning Strengths

- Teachers are more intentional about incorporating engaging activities.
- Teachers are highly qualified and know their contents.
- Intervention/enrichment is built into the math/reading block.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gentry Junior School should have higher meets and masters on state assessments. **Root Cause:** Learning gaps stemming from COVID along with lack of student motivation and ownership of learning.

School Processes & Programs

School Processes & Programs Summary

- Highly qualified teachers are recruited through job fairs and interviewed by well rounded hiring committee.
- New teachers are supported by mentors/buddies and attend monthly meetings for support.
- We partner with YMCA for youth and government for enrichment.
- AVID is used for college preparation.
- Weekly PLCs are part of the master schedule.
- Faculty meeting, department meetings and grade level meetings.
- EL meetings are held to support ELs.
- Campus is trained in AVID, lead4ward, and Kagen strategies.
- Weekly SST meetings are held to support students in and out of classroom.
- Weekly leadership meetings to support campus needs.
- Catch and wellness Wednesday lessons are used to support health and wellness among the campus.
- Crime stoppers program is used to provoke a safe campus.
- RISE is used to promote enrichment.
- Postcards were created to be sent out by teachers and admin to students as positive enforcers.
- Our PTSO supports staff and students.

School Processes & Programs Strengths

- Frequent collaboration is used to support staff and students.
- Common planning/PLC times support communication.
- District personnel supports technology implementation to make learning relevant.
- CIS supports over 200 students along with supporting the campus daily.
- Block time daily for math and reading.
- Created a RISE day schedule to provide enrichment to all students.

Perceptions

Perceptions Summary

- The perception at GJS is that our students have the best opportunity for learning.
- Leadership is collaborative and communicative.
- We welcome community and believe it takes all stakeholders to ensure success of every student.
- We provide safe and secure environment for our students.
- Bullying is taken seriously, however, we need to do a better job of creating awareness for staff and students.
- Discipline data shows students are better behaved and more attentive in the am.

Perceptions Strengths

- High levels of learning
- Caring culture
- Welcoming place where students are happy
- Post cards sent home highlighting positive behavior and successes
- Willingness of staff to do what it takes for overall development of students
- Improvement of communication
- Families included in more events and fun nights

Priority Problem Statements

Problem Statement 1: Gentry Junior School should have higher meets and masters on state assessments.

Root Cause 1: Learning gaps stemming from COVID along with lack of student motivation and ownership of learning.

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

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





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

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

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All core content teachers will display the Learning Intentions and Success Criteria in their classroom. Strategy's Expected Result/Impact: Students will have a better understanding of why, how and what they should be learning in class. Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use of STAAR Strategies campus wide with visual aids and modifications as needed for STAAR. Strategy's Expected Result/Impact: Increased student learning and test taking strategies. Create confident test takers and increase of STAAR Results. Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math and Reading Block-100 minutes every day for every student with math and reading intervention scheduled 25 minutes daily for Tier III students. Strategy's Expected Result/Impact: Increased student learning., Increased STAAR Results , Increased CBA and CFA results Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continuously monitor individual student classroom performance in STAAR tested subjects throughout the year. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: 10% increase of STAAR results in each tested area</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Meets and Masters 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>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Intentional, weekly rotations based on student data will be provided for all students.</p> <p>Strategy's Expected Result/Impact: Confident students that will be prepared for the STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: 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, Supplemental instructional materials - Coordination of Local and State Funds - Special Ed. Funds - \$500</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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>Strategy's Expected Result/Impact: Increased STAAR, CFA, and CBA Results</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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>Strategy's Expected Result/Impact: Master Schedule will support SPED students to receive additional support in Math and Reading during block schedule and if needed, intervention period.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Gentry Junior School should have higher meets and masters on state assessments. Root Cause: Learning gaps stemming from COVID along with lack of student motivation and ownership of learning.





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.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct PLC meetings to review data throughout the year and after each CBA and Benchmark to determine intervention for struggling students</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, Create cohesive and transparent teams that can dissect data to create better learning for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain a Sheltered Instruction team of core content teachers at each grade level and schedule all ESL students with appropriate SI team.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Gentry Junior School will continue to participate in Staff Development during campus PLC days by engaging in Questioning Strategy (DOK Levels and Rigor& Relevance) as well as provide coaching in identified classrooms in order to promote critical thinking and rigorous lessons in all classes.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p> <p>Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$140,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All teachers will be trained in and utilize the SI model of teaching throughout the year, during after school faculty meetings.</p> <p>Strategy's Expected Result/Impact: ELL growth by 5%.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Learning and Teaching Coaches</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will differentiate and accelerate instruction for GT and Honors students in an effort to increase Masters performance. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will verify that all social studies students prepare History Fair projects and bibliographies using an online service. Strategy's Expected Result/Impact: Increase student complexity and understanding regarding research and projects. Increase in local, state and national level contest results. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: TEA Campus Accountability Reports; 100% STAAR Participation Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 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>Strategy 1: 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>Strategy's Expected Result/Impact: Increase attendance rate to 97% overall.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide support for struggling readers through guided reading and the LLI system. Identify struggling readers and place in Tier III interventions.</p> <p>Strategy's Expected Result/Impact: Student reading level growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop and implement accelerated instruction for identified at-risk students before, during, or after school incorporating campus staff and temporary tutors.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches</p> <p>Funding Sources: Tutorial costs - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increased understanding of Special Populations to support student learning.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Students will feel valued and a part of a campus that supports them holistically.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Increased TELPAS and STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 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>Strategy 1: The principal and assistant principals will greet students in the car drop off and bus drop off areas with handshakes and encouraging words.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior issues</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement student wellness lessons through the Student Wellness Interventionist, campus counselors, Communities in Schools Staff, and the CATCH Team.</p> <p>Strategy's Expected Result/Impact: Improved Student Wellness for students and staff.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to decrease the number of students tardy and limit their time out of class by using teacher hall pass and consistent tardy procedures.</p> <p>Strategy's Expected Result/Impact: Increase in attendance, student learning and decrease in discipline issues.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers and Administrators will continue to encourage an inclusive climate. The goal will be for our at-risk students to become more involved in Gentry clubs and activities</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators Counselors</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Student involvement in PALS partnership with High School leadership team. Strategy's Expected Result/Impact: Will create positive relationships for Life Skills students with older peers. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 8th grade students will experience social etiquette by participating in the end of the year Etiquette Luncheon. Strategy's Expected Result/Impact: Social Support. Designed to encourage students to learn etiquette and how to speak to other students they do not know. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Increase citizenship and pride through participation in Crime Stoppers (Table wraps are being provided and informational signs are posted throughout the building). Strategy's Expected Result/Impact: Increase in campus safety and encourage students to say something if they see something. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Increased visibility from Campus Security and Administrators in all areas of the school and campus events. Strategy's Expected Result/Impact: Decrease in discipline issues and increased campus safety. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

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

Evaluation Data Sources: Staff Reports

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





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

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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>Strategy 1: Review campus policies and expectations at Open House. Provide volunteer information to parents to encourage more involvement.</p> <p>Strategy's Expected Result/Impact: Create better relationships that become true partnerships with parents and guardians.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide academic and other events for parents to participate in to promote campus instructional goals.</p> <p>Strategy's Expected Result/Impact: Create better relationships that become true partnerships with parents and guardians.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with Shell Federal Credit Union to encourage Positive Behavior and attendance.</p> <p>Strategy's Expected Result/Impact: Increased positive behavior and attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increased student awareness of College and Career opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors</p>	Formative		
	Nov	Feb	June
 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>Strategy 1: Use Instructional technology to increase student success such as Education Galaxy, Blooket, Flocabulary, Brain Pop, Kahoot, Google Classroom as well as the use of the computer labs and classroom I-Pads.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct an open computer lab in the mornings four days a week for student computer use.</p> <p>Strategy's Expected Result/Impact: Increase in enrichment opportunities and student Masters growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 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
2	1	3	Costs for Teaching and Learning Coach	SCE Funds	\$140,000.00
3	1	1	Costs for Student Wellness Interventionist	SCE Funds	\$80,000.00
3	1	3	Tutorial costs	SCE Funds	\$8,000.00
Sub-Total					\$229,500.00