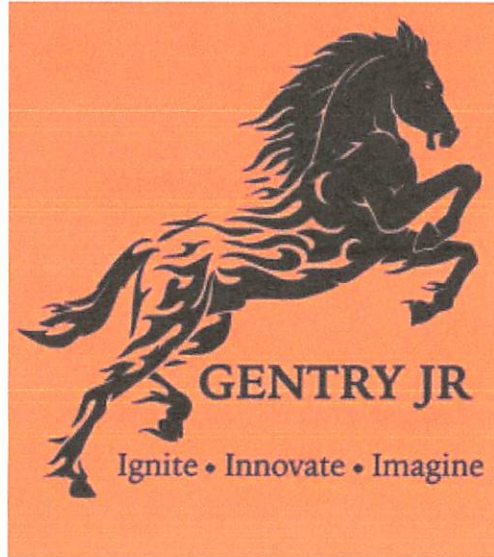


Goose Creek Consolidated Independent School District

George H. Gentry Junior High

2025-2026 CIP Periodic Update - November 2025



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 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
- 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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts goal for the 2025- 2026 school year is to close achievement gaps between Gentry and the State. Our objective is to increase the percentage of students achieving at the Approaches, Meets, and Masters levels to the targets below.

6th Approaches 70 [75], Meets 45 [54], Masters 21 [28]

7th Approaches 64 [74], Meets 42 [52], Masters 18 [27]

8th Approaches 71 [80], Meets 45 [57], Masters 21 [31]

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to achieve high quality Tier 1 instruction that focuses on the Meets level, the campus will implement LIFT lesson framework which includes targeted intervention for students scoring below proficiency as well as enrichment strategies for students scoring above proficiency. The campus will implement teaching strategies that focus on increasing student academic discourse and effective checks for understanding. This will be facilitated through monthly instructional look-for emails that include strategies that specifically support the instructional focus as well as a set of look-fors for Meets level rigorous instruction. *To push our Meets and Masters scores, teachers will prioritize author's purpose and craft, editing and vocabulary. *To address below proficiency, teachers will scaffold learning with Tier 1 instruction. Teachers will also utilize progress learning to address weaknesses identified through NWEA Maps screener and CUA's. *Teachers will increase rigor to address enrichment by increasing text levels and utilizing higher order instructional strategies. *Administrators will ask questions regarding below proficiency and enrichment with teachers during PLC specifically at data meetings. *Teachers will pre-plan and utilize strategies to promote academic discourse - turn and talk, white boards, etc. *Teachers will pre-plan and utilize strategies to check for understanding - exit tickets, white boards, 1-5 scale. *Administrators will perform targeted walkthroughs with Instructional Look-Fors and provide feedback. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will increase the frequency of writing practice in various genres in order to promote a culture of writing in every class and to build students' stamina. *LIFT lessons include SCR and ECR topics in each lesson. *Teachers utilize RACE, TAPE, or PEER writing strategies. *LIFT lessons include "Write to connect," "Write to respond," "Write to reflect," etc. *Administrators will ask questions in PLC to ensure we are pushing the writing focus with each LIFT lesson. Strategy's Expected Result/Impact: Decrease in 0's in ECR Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will track data from summative assessments in student data folders and use that data to adjust instruction and provide targeted support for students through progress learning. *Students will take ownership of their data tracker and be responsible for monitoring their assessment results to identify areas of strength and growth. They will use this information to target specific TEKS where they need improvement while having data conferences with their teacher. *Campus administrators will conduct data blitzes to check data folders and talk with students about their goals. *Intervention classes will use Amira to target reading skills needed based on data from summative assessments. *Language Arts classes will use Progress Learning to target reading skills needed based on data from summative assessments. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will monitor progress of Emergent Bilingual (EB) students following each campus assessment to identify language domains and TEKS requiring additional support, such as the following: *Utilizing the Summit K-12 platform for targeted language development activities both before school and during intervention periods built within lessons in class aligned to student needs. *Embedding small-group support within core content lessons, with teacher incorporating Summit K-12 resources to scaffold instruction, as evidenced in walkthroughs and lesson plans. *Providing opportunities for students to practice academic vocabulary and comprehension strategies through Summit K-12, monitored by teachers, paraprofessionals, and the administrative team. *Utilizes highly effective strategies in classrooms with EB students to support them such as word walls with cognates and images, sentence stems, peer talk, etc. Strategy's Expected Result/Impact: Increase in student achievement for our EB students Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math goal for the 2025- 2026 school year is to close achievement gaps between Gentry and the State. Our objective is to increase the percentage of students achieving at the Approaches, Meets, and Masters levels to the targets below.

- 6th Grade: Approaches 64 [72], Meets 25 [37], Masters 6 [15]
7th Grade: Approaches 42 [52], Meets 24 [32], Masters 6 [11]
8th Grade: Approaches 72 [80], Meets 39 [44], Masters 5 [17]
Algebra 1: Approaches 97 [100], Meets 84 [91], Masters 57 [80]

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to achieve high quality Tier 1 instruction that focuses on the Meets level, the campus will implement a High Quality Instruction Material (Bluebonnet Learning) as the curriculum which includes targeted intervention for students scoring below proficiency as well as enrichment strategies for students scoring above proficiency. The campus will implement teaching strategies that focus on increasing student academic discourse and effective checks for understanding. This will be facilitated through monthly instructional look-for emails that include strategies that specifically support the instructional focus as well as a set of look-fors for Meets level rigorous instruction. Monitor Implementation *Teachers will use the Bluebonnet math pacing guide, to guide math instruction based on both formative and summative assessment data. *Fidelity will be monitored through regular classroom walkthroughs, lesson plan reviews that take place during PLC and the internalization process, and data analysis talks to ensure instruction is aligned with the curriculum and catered to the needs of the students. Collaborative Professional Learning Communities *Participate in PLCs to build clarity around lesson internalization, including what students will be learning, how students will be assessed, and how teachers can support all learners in meeting the rigor of instructional materials. *Support PLCs in using real student work to reflect on lesson outcomes and plan for intervention and enrichment. *Use facilitation notes as as guide to support the teacher during the planning process Facilitating the Productive Struggle *Students will discuss, explain, and revise their thinking as they problem solve. As they use the problem solving model, it will help students explain their mathematical reasoning. Provide feedback that encourages students to take risks, and learn from their mistakes. *Look for student to student feedback, and student perseverance during the walkthrough Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will track data from summative assessments in student data folders and use that data to adjust instruction and provide targeted support for students through progress learning and IXL. *Students will take ownership of their data tracker and be responsible for monitoring their assessment results to identify areas of strength and growth. They will use this information to target specific TEKS where they need improvement while having data conferences with their teacher. *When conducting data blitzes, administrators will conduct targeted walkthroughs focused on our four student indicator groups -- African American, White, Emergent Bilingual/English Learners (EB/EL), and Continuously Enrolled -- in alignment with our status as an Additional Targeted Support campus that needs improvement. *Math intervention classes will utilize targeted resources such as Progress Learning, Mathia, and IXL to support Tier 2 instruction. These resources are aligned with the TEKS are HQIM, and address specific learning gaps based on student performance. They also ensure our students build foundational skills, reinforce key concepts, and make measurable progress toward grade-level mastery. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will monitor progress of Emergent Bilingual (EB) students following each campus assessment to identify language domains and TEKS requiring additional support, such as the following: *Utilizing the Summit K-12 platform for targeted language development activities both before school and during intervention periods built within lessons in class aligned to student needs. *Embedding small-group support within core content lessons, with teacher incorporating Summit K-12 resources to scaffold instruction, as evidenced in walkthroughs and lesson plans. *Providing opportunities for students to practice academic vocabulary and comprehension strategies through Summit K-12, monitored by teachers, paraprofessionals, and the administrative team. *Utilizes highly effective strategies in classrooms with EB students to support them such as word walls with cognates and images, sentence stems, peer talk, etc. Strategy's Expected Result/Impact: Increase in student achievement for our EB students. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science goal for the 2025- 2026 school year is to close achievement gaps between Gentry and the State. Our objective is to increase the percentage of students achieving at the Approaches, Meets, and Masters levels to the targets below.

8th Grade: Approaches 70 [75], Meets 42 [46], Masters 12 [18]

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to achieve high quality Tier 1 instruction that focuses on the Meets level, the campus will implement approved district resources and teaching strategies that focus on increasing student academic discourse and effective checks for understanding. This will be facilitated through monthly instructional look-for emails that include strategies that specifically support the instructional focus as well as a set of look-fors for Meets level rigorous instruction. *Administrators will look for accountable student talk that utilizes academic vocabulary and is supported by the use of anchor charts and word walls. *When questioning students, teachers will address rigor through the use of pre-planned questions from PLC that prioritize critical thinking skills such as analyzing and inferencing. *Students will discuss, explain, and revise their thinking as they problem solve. As they use the problem solving model, it will help students explain their reasoning as they work through the scientific process. Teachers will provide feedback that encourages students to take risks, and learn from their mistakes. *Administrators will look for student to student feedback using academic vocabulary, and student perseverance through the problem solving model during the walkthroughs Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will ensure that Science is being taught with hands on investigations and inquiry activities such as labs at a minimum of 40% of the time. *These hands on activities will focus around phenomena and investigations, modeling and exploration, and analysis and conclusions. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will track data from summative assessments in student data folders and use that data to adjust instruction and provide targeted support for students through progress learning. *Students will take ownership of their data tracker and be responsible for monitoring their assessment results to identify areas of strength and growth. They will use this information to target specific TEKS where they need improvement while having data conferences with their teacher. *Campus administrators will conduct data blitzes to check data folders and talk with students about their goals. *Students will use Progress Learning to target identified skills needed based on data from summative assessments. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will monitor progress of Emergent Bilingual (EB) students following each campus assessment to identify language domains and TEKS requiring additional support, such as the following: *Utilizing the Summit K-12 platform for targeted language development activities both before school and during intervention periods built within lessons in class aligned to student needs. *Embedding small-group support within core content lessons, with teacher incorporating Summit K-12 resources to scaffold instruction, as evidenced in walkthroughs and lesson plans. *Providing opportunities for students to practice academic vocabulary and comprehension strategies through Summit K-12, monitored by teachers, paraprofessionals, and the administrative team. *Utilizes highly effective strategies in classrooms with EB students to support them such as word walls with cognates and images, sentence stems, peer talk, etc. Strategy's Expected Result/Impact: Increase in student achievement for our EB students Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies goal for the 2025- 2026 school year is to close achievement gaps between Gentry and the State. Our objective is to increase the percentage of students achieving at the Approaches, Meets, and Masters levels to the targets below.

8th Grade: Approaches 40 [55], Meets 22 [30], Masters 7 [16]

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to achieve high quality Tier 1 instruction that focuses on the Meets level, the campus will implement approved district resources and teaching strategies that focus on increasing student academic discourse and effective checks for understanding. This will be facilitated through monthly instructional look-for emails that include strategies that specifically support the instructional focus as well as a set of look-fors for Meets level rigorous instruction. Checks for Understanding *Whiteboards/Dry-Erase Boards - students hold up answers for immediate feedback; teacher responds to misconceptions. *Fist to Five - students indicate level of understanding; teacher adjusts instruction. *Exit Tickets - 1-2 STAAR-rigor questions tied to lesson objectives; data used for warm-ups or small groups. *Stop & Jot - brief writing tasks requiring academic language. Academic Discourse *Structured student talk routines embedded daily (Turn & Talk, small-group discussion, accountable talk stems). *Teachers use posted sentence stems and anchor charts to support academic language. *Teachers consistently monitor for and reinforce the use of disciplinary vocabulary. Strategy's Expected Result/Impact: Increase in student achievement Meet or Exceed State STAAR Averages Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details		Formative Reviews		
Strategy 2: The campus will focus on raising rigor through PLCs which will design and implement STAAR-aligned rigorous tasks weekly to increase student exposure to higher-order thinking and deepen content mastery. Teachers will consistently embed rigorous questioning and tasks aligned to TEKS in daily instruction. *Multi-selection questions requiring analysis and justification (e.g., "Which TWO of the following were direct effects of..."). *Short constructed responses demanding evidence-based reasoning. *Stimulus-based questions that mirror STAAR rigor, requiring interpretation of maps, graphs, and excerpts Strategy's Expected Result/Impact: Meet or Exceed State STAAR Averages Daily classroom walkthroughs Conducted C&I look-fors Monitoring Tool implemented Focused Checks Completed Instruction Adjusted in Real Time Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: The campus will review student performance data following each campus assessment to identify TEKS requiring additional support, such as the following: *Providing targeted small-group reteach, as evidenced in walkthroughs and lesson plans. *Assigned lessons and activities through the online intervention platform. *Content teachers or designated paraprofessionals provide tutoring or monitor learning platform: lunch, before & after school Strategy's Expected Result/Impact: Interventions implemented with fidelity Meet or Exceed State STAAR Averages Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 4 Details		Formative Reviews		
Strategy 4: The campus will track data from summative assessments in student data folders and use that data to adjust instruction and provide targeted support for students through progress learning. *Students will take ownership of their data tracker and be responsible for monitoring their assessment results to identify areas of strength and growth. They will use this information to target specific TEKS where they need improvement while having data conferences with their teacher. *Campus administrators will conduct data blitzes to check data folders and talk with students about their goals. *Students will use Progress Learning to target identified skills needed based on data from summative assessments. *Teachers identify TEKS requiring reteach and provide small-group instruction during class or advisory. *Students assigned specific lessons in Progress Learning (or designated online platform) aligned to gaps. *Teachers and administrators track student progress bi-weekly and adjust groups accordingly. *Students track CFA/benchmark results by TEKS and set new goals every two weeks. Strategy's Expected Result/Impact: Meet or Exceed State STAAR Averages Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will monitor progress of Emergent Bilingual (EB) students following each campus assessment to identify language domains and TEKS requiring additional support, such as the following: *Utilizing the Summit K-12 platform for targeted language development activities both before school and during intervention periods built within lessons in class aligned to student needs. *Embedding small-group support within core content lessons, with teacher incorporating Summit K-12 resources to scaffold instruction, as evidenced in walkthroughs and lesson plans. *Providing opportunities for students to practice academic vocabulary and comprehension strategies through Summit K-12, monitored by teachers, paraprofessionals, and the administrative team. *Utilizes highly effective strategies in classrooms with EB students to support them such as word walls with cognates and images, sentence stems, peer talk, etc. Strategy's Expected Result/Impact: Increase in student achievement for our EB students Staff Responsible for Monitoring: Campus Principal, Assistant Principals, TLC	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: The AVID goal for the 2025-2026 school year is to enhance instructional effectiveness and student engagement through the implementation of the five phases of focused notetaking with checking for understanding. The goal is to encourage intentional interaction between students and their notes.

Evaluation Data Sources: AVID/WICOR walkthroughs and evidence submission

Strategy 1 Details	Formative Reviews		
Strategy 1: The note-taking method will vary by content area. For instance, in Math, teachers use the Bluebonnet workbook, which includes problem-solving graphic organizers, as the note-taking method for Phase 1. Phases 2-5 will be implemented through "First Five Reflections" to check for understanding during warm-up time or "Last Five Reflections" to check for understanding as exit tickets. This approach is effective in keeping students engaged from bell to bell and promotes student ownership of their work. Additionally, interaction with peers is encouraged for student discourse through collaborative strategies, one example being "Give One, Get One." In our core content areas, all department heads are AVID trained and can assist their departments in creating lessons to meet the specific area of student need for that content. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Our campus is committed to continuing to increase the number of our staff that is AVID trained. We will have an AVID certified professional developer train our staff on the five phases of focused note-taking. We will also hold AVID centered professional developments at our Mustang Con campus professional developments, as well as being strategic as to which teachers are selected to attend the AVID summer institute. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Parent Event Schedules and Surveys
Community Event Schedules and Surveys
PTO membership roster and events
Attendance and sign in sheets from family nights

Strategy 1 Details	Formative Reviews		
Strategy 1: Review campus policies and expectations at Open House. Provide volunteer information to parents to encourage more involvement. Strategy's Expected Result/Impact: Create better relationships that become true partnerships with parents and guardians. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide academic and other events for parents to participate in to promote campus instructional goals. Strategy's Expected Result/Impact: Create better relationships that become true partnerships with parents and guardians. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: All students and families will have the opportunity to participate in AVID College and Career Fairs to learn about careers and colleges to which they aspire. Strategy's Expected Result/Impact: Increased student awareness of College and Career opportunities. Staff Responsible for Monitoring: Campus Administrators Counselors	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Partner with Clear Sky Rehabilitation Hospital and Shell Federal Credit Union to encourage Positive Behavior and attendance. Strategy's Expected Result/Impact: Increased positive behavior and attendance. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Attendance Reports
Discipline Reports

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease in behavior issues Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. 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. Staff Responsible for Monitoring: Campus Administrators Counselors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Gentry will monitor student attendance regularly and discuss absenteeism with attendance clerk during weekly Student Success Team meetings. Our administrator teams, Counselors, Student Wellness Interventionist and CIS will make home visits to support students and families. Strategy's Expected Result/Impact: Increase attendance rate to 97% overall. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to decrease the number of students tardy and limit their time out of class by using teacher hall pass and consistent tardy procedures. Strategy's Expected Result/Impact: Increase in attendance, student learning and decrease in discipline issues. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: All 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, TLCs	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: TEA Campus Accountability Reports; 100% STAAR Participation Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: Increased TELPAS and STAAR scores Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers will verify that all honors 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 9 Details	Formative Reviews		
Strategy 9: Increase citizenship and pride through participation as character strong ambassadors and the start with hello program. 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 10 Details	Formative Reviews		
Strategy 10: Provide campus based mentoring program to include relationship building with the goal of instilling a greater value for education through Communities in Schools. Strategy's Expected Result/Impact: Students will feel valued and a part of a campus that supports them holistically. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide support for students struggling with attendance and behavior through PBIS. Students will earn Mustang Bucks to use in the school store for good behavior and will earn a semester party for good attendance. Strategy's Expected Result/Impact: Increase in student attendance to 97% and decrease in Review 360 incidents. Staff Responsible for Monitoring: Campus Administrators; Teaching and Learning Coaches	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: 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 13 Details	Formative Reviews		
Strategy 13: Implement student wellness lessons through the Student Wellness Interventionist, campus counselors, Communities in Schools Staff, and the CATCH Team. Strategy's Expected Result/Impact: Improved Student Wellness for students and staff. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
Strategy 14: 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 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Staff Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators will be available during peak times to recruit early from the pool to be able to select highly effective teachers in all assignments. 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: Continually assess the staff development needs of the entire campus to ensure all teachers are highly effective. Strategy's Expected Result/Impact: Growth in teachers=Growth in Students. Teacher retention. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: During PLC meetings teachers will review data throughout the year from Benchmarks, CUAs, NWEA Maps, and STAAR to identify student academic weaknesses and to determine intervention for struggling students. This data will then be transferred to student data tracking folders so that the students can track and review their own data. 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, transfer ownership of the data to the students. Staff Responsible for Monitoring: Campus Administrators, TLC's	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Encourage and solicit teachers to add subject area certifications as well as ESL and GT certifications. Strategy's Expected Result/Impact: Master Schedule more maneuverable and knowledgeable staff can help across curricula. Increase in ESL and GT certified staff that can support all students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers will be trained in and utilize the SI model of teaching throughout the year, during Mustang Con professional development sessions. Strategy's Expected Result/Impact: ELL growth by 5%. Staff Responsible for Monitoring: Campus Administrators; Learning and Teaching Coaches	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Increased understanding of Special Populations to support student learning. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Encourage students and teachers to earn technology badges throughout the year to maintain our status as an Apple Distinguished School. Strategy's Expected Result/Impact: Increase in enrichment opportunities and student Masters growth. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Administrators will follow a schedule requiring ten 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
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas through differentiated instruction. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$600	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas by monitoring and supporting student individual needs as reflected in the IEP documentation. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas based on student data. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement. Strategy's Expected Result/Impact: Increased opportunity for student learning and content mastery by closing the opportunity and achievement gaps by 5% Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: State Compensatory Education (SCE) State Program - Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students based on data analysis through various intervention efforts, including before and after school programs. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. will provide support with at risk students on attendance, academic, behavior and/or other wellness needs. Strategy's Expected Result/Impact: Increase attendance rate to 97% overall Increase in student achievement Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements for the Federal Accountability in the format designated through the TEA LIP (Local Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the "additional targeted" school improvement strategies through the TEA LIP (Local Improvement Plan) Process that will eliminate the campus "additional targeted" identification status. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as an "Additional Targeted" Campus Staff Responsible for Monitoring: Campus Principal	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
5	2	1	Supplemental instructional materials	GT Funds	\$600.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
5	2	4	Costs for Teaching and Learning Coach	SCE Funds	\$70,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$8,000.00
5	2	5	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	6	Costs for Student Wellness Interventionist	SCE Funds	\$80,000.00
Sub-Total					\$229,600.00

Federal Accountability		Campuses with an Additional Targeted Support (ATS) identification: African American, White, Emergent Bilingual, Continuously Enrolled		
Local Improvement Plan		Campus Name:	Gentry Junior School	
		District Name:	Goose Creek CISD	
		Date of Plan:	September 30, 2025	
		Board Approval Date (no later than March 31, 2026):	11/10/2025	
Perspective	Indicator	Description	RESPONSE	COMMENTS
Section 1:				
Evidence-Based School Improvement Strategy	Identify Strategy	(Describe the evidence-based strategy selected to address areas of low performance. Cite research or data sources supporting effectiveness. Example: High-dosage tutoring, PLCs focused on data-driven instruction, evidence-based literacy interventions, etc.)	Strengthen reading via schoolwide reading workshops, cross-curricular writing, and intensive interventions for struggling readers.	
	Rationale for Selection:	(Explain why this strategy is appropriate for the specific needs of the campus and how it will lead to improved student outcomes and removal of the D rating or ATS/TSI designation.)	Gentry JH has the lowest reading achievement among peer campuses. Reading workshop models and writing across the curriculum raise achievement and build long-term reading skills.	
Section 2:				
Student Performance Goals (Goals should be SMART: Specific, Measurable, Achievable, Relevant, and Time-Bound)	Goal 1:	Academic achievement (e.g., "Increase percentage of students meeting grade-level proficiency in Reading from 35% to 55% by Spring 2026.")	Increase Reading/Language Arts proficiency to 54% at the meets grade level.	
	Goal 2:	Closing gaps (e.g., "Reduce performance gap between English learners and non-English learners in math from 25% to 10% by Spring 2026.")	Reduce English Learner vs. Non-EL reading gap from 24% to 16% at the meets grade level.	
	Goal 3:	Closing gaps (e.g., "Reduce performance gap between White in math from 25% to 10% by Spring 2026.")	Increase Math proficiency in the White sub pop to 61% at the meets grade level.	
Section 3:				
Monitoring Plan	Responsible Parties:	(List district and campus leaders who will monitor the plan, e.g., principal, instructional coaches, superintendent, board committees.)	Principal, Assistant Principals, EL Specialist, RLA Instructional Specialist, RLA Teaching & Learning Coach, Dept. Chairs	
	Monitoring Process & Frequency:	(Describe how and how often progress will be reviewed. Example: Weekly PLC meetings, monthly data reviews, quarterly progress checks with district leadership, board updates.)	Daily PLC Meetings to review formative assessment data, weekly classroom Walkthroughs with targeted feedback, Monthly campus leadership meetings with district support staff, Monthly data reviews with campus and district administrators.	
	Data Sources for Monitoring:	Benchmark assessments, Classroom walkthrough data, Progress monitoring tools, Attendance/discipline data	Benchmark data, intervention logs, EL progress monitoring	
Section 4:				
Contingency Actions (if Plan Is Not Successful)	Tier 1 Actions (Initial Adjustments):	(Describe first-level corrective actions, such as increased coaching, additional professional development, or strategy refinement.)	Provide additional coaching cycles for teachers in reading and math. Increase small-group instruction frequency. Adjust intervention groups based on student progress data. Push in for RLA and Math co-teach utilizing retired teachers.	
	Tier 2 Actions (Escalation):	(Describe stronger interventions if initial adjustments are not successful, such as staffing changes, curriculum adjustments, extended instructional time.)	Reallocate instructional resources and staff support to high-needs classrooms. Increase parent engagement meetings focused on attendance and behavior. Intervention classes built into the Master schedule. Interventions provided by retired teachers for RLA and Math during intervention time.	
	Tier 3 Actions (District-Level Interventions):	(Describe district-level or board-level actions if goals continue to be unmet, such as leadership reassignments, reallocation of significant resources, or external partnerships.)	District intervention team conducts instructional audit. Implement mandatory district-led professional development. Reassign or augment staffing to ensure fidelity of interventions.	
Section 5:				
Reallocation of Resources	Time:	(Identify adjustments to schedules, extended learning time, or changes to planning periods to support the strategy.)	Campus has coordinated their use of state funds to provide the interventions to support the campus.	
	Funding:	(Detail how funds will be redirected to support this plan, e.g., federal/state funds, ESSA, Title I, local budget reallocations.)	Ongoing trainings in evidence based reading strategies, math problem solving frameworks, culturally responsive teaching, and data driven instruction.	
	Staffing	(List staffing adjustments, such as hiring interventionists, instructional coaches, or restructuring teacher assignments.)	Adaptive reading, math, and emergent bilingual (Summit K-12) software, benchmark assessments, progress monitoring tools, and supplemental intervention materials. Master schedule has been adjusted in order to provide interventions for identified students.	
Section 6:				
Implementation Timeline	By November 14, 2025:	Initial implementation of LIP strategies underway.	Ongoing: Monitoring and adjustment of strategies. August 2025 - April 2026	
	By March 31, 2026	Board approval secured.	11/10/2025	
	By Spring 2026:	Evaluation of student performance outcomes.	After each assessment we will monitor to ensure that we are on track to meet the end of the year goals.	
By typing my name below, I affirm that I have reviewed and agree to the contents of this Local Improvement Plan. My typed name shall constitute my electronic signature and is legally binding in the same manner as a handwritten signature.				
Principal:				
District Coordinator for School Improvement (DCSI):				
District Leader/Superintendent:				