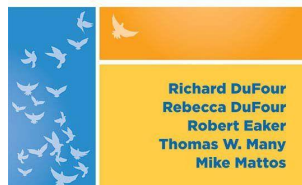
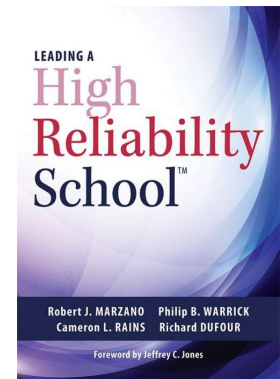
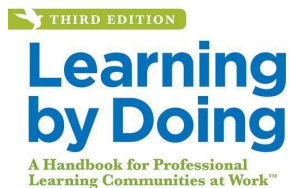
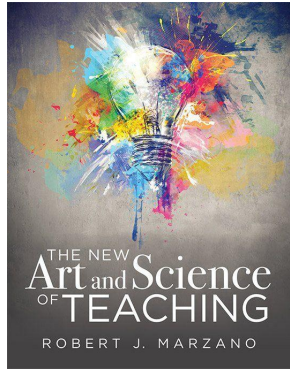
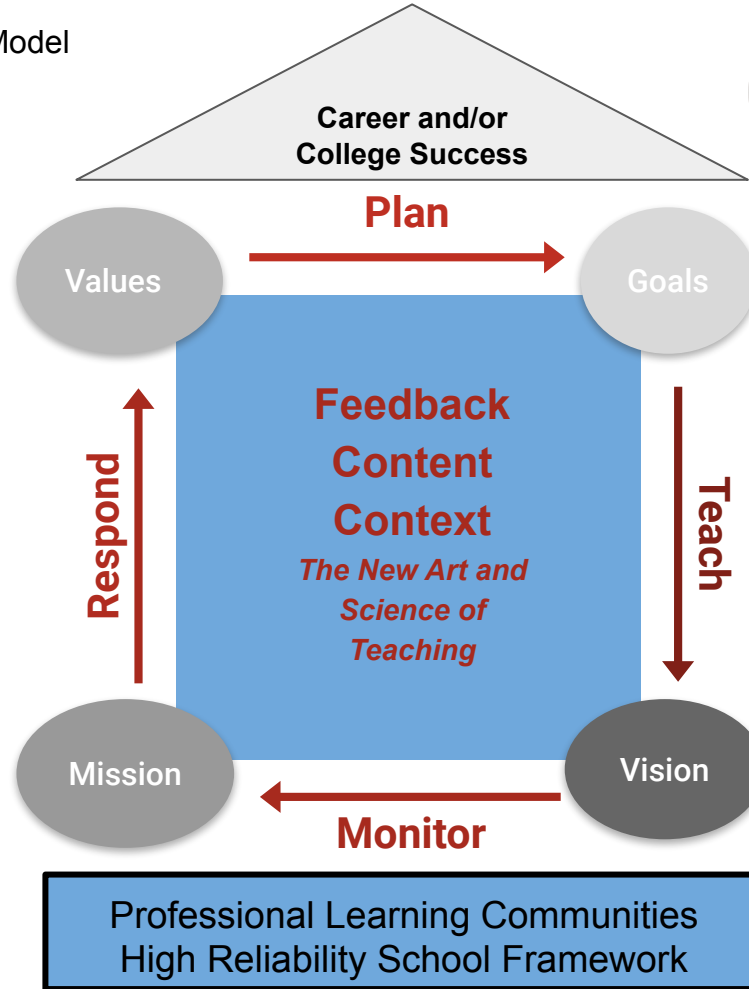




September 27, 2023

Gentry School District  
Report to the Public



A 3D-rendered puzzle with one red piece in the center. The puzzle pieces are white and have a slight shadow, giving them a three-dimensional appearance. The red piece is the central focus, standing out against the white background.

## Our Mission

**Ensuring all students connect,  
learn, and succeed**

A 3D puzzle with one red piece in the center. The puzzle pieces are white and have a slight shadow, giving them a three-dimensional appearance. The red piece is the central focus, standing out against the white background.

Our Vision

**The District of Choice: A world class  
education with a small town feel**

# Our Core Values

**In order to accomplish our mission and achieve our vision, we will:**

- **Provide a physically, socially, and emotionally safe learning and working environment**
- **Demonstrate passion for our work and a commitment to our students.**
- **Always act with integrity and empathy.**
- **Hold each other and ourselves accountable for excellence in everything we do**
- **Build mutually beneficial partnerships with parents and community stakeholders**
- **Honor achievement and promote pride in ourselves, in our school, and in our community.**

**SAFETY, EXCELLENCE, PASSION, INTEGRITY, ACCOUNTABILITY, COMMUNITY, PRIDE**

## Feedback

### ***Providing and Communicating Clear Learning Goals***

1. Providing Scales and Rubrics
2. Tracking Student Progress
3. Celebrating Success

### ***Assessment***

1. Informal Assessments of the Whole Class
2. Formal Assessment of Individual Students

## Content

### ***Direct Instruction Lessons***

1. Chunking Content
2. Processing Content
3. Recording and Representing Content
4. Practicing and Deepening Lessons
5. Structured Practice Sessions
1. Examining Similarities and Differences
2. Generating and Defending Claims

### ***Knowledge Application Lessons***

1. Engaging Students in Cognitively Complex Tasks
2. Providing Resources and Guidance
3. Generating and Defending Claims

### ***Conducting Knowledge Application Lessons***

1. Engaging students in cognitively complex tasks
2. Providing resources and guidance
3. Generating and defending claims

### ***Strategies That Appear in All Types of Lessons***

1. Previewing
2. Highlighting Critical Information
3. Reviewing Content
4. Revising Knowledge
5. Reflecting on Learning
6. Purposeful Homework
7. Elaborating on Information
8. Organizing Students to Interact

## Context

### ***Engagement***

1. Noticing When Students are not Engaged and Reacting
2. Increasing Response Rates
3. Using Physical Movement
4. Maintaining a Lively Pace
5. Demonstrating Intensity and Enthusiasm
6. Presenting Unusual Information
7. Using Friendly Controversy
8. Using Academic Games
9. Providing Opportunities for Students to Talk about Themselves
10. Motivating and Inspiring Student

### ***Rules and Procedures***

1. Establishing Rules and Procedures
2. Organizing the Physical Layout of the Classroom
3. Demonstrating "Withitness"
4. Acknowledging Adherence to Rules and Procedures
5. Acknowledging Lack of Adherence to Rules and Procedures

### ***Relationships***

1. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
2. Understanding Students' Backgrounds and Interests
3. Displaying Objectivity and Control

### ***Communicating High Expectations***

1. Demonstrating Value and Respect for Reluctant Learners
2. Asking In-Depth Questions of Reluctant Learners
3. Probing Incorrect Answers with Reluctant Learners

Should See and Hear Almost Daily-Evidence of...	Might Hear and See-Evidence of...	Should Never See or Hear
<ol style="list-style-type: none"> <li>1. Clearly communicated and consistent procedures, routines, and expectations</li> <li>2. Evidence of positive relationships-"Capturing kids' hearts" (SEL inclusion)</li> <li>3. Clear and explicitly communicated learning targets and academic vocabulary</li> <li>4. Strong student engagement</li> <li>5. Purposeful and thoughtful planning</li> <li>6. Rigorous, relevant instruction</li> <li>7. Student voice, choice, ownership</li> <li>8. Standards based teaching and learning</li> <li>9. Assessment (formal and informal)</li> <li>10. Culturally respectful and responsive environment</li> <li>11. Student collaboration</li> <li>12. Student focused classroom culture</li> <li>13. Effective questioning</li> <li>14. Digital integration</li> <li>15. Skill progressions</li> </ol>	<ol style="list-style-type: none"> <li>1. Common formative assessment</li> <li>2. Community involvement</li> <li>3. Cross curricular connections</li> <li>4. Teacher collaboration, partnership, team teaching</li> <li>5. Student and/or teacher reflection/conferencing</li> <li>6. Student self assessment</li> <li>7. Student led teaching</li> <li>8. Re-teaching, intervention, extension of learning</li> <li>9. Project based learning beyond the classroom (real life application)</li> <li>10. Tracking mastery of learning</li> <li>11. Intentional grouping of students</li> <li>12. Celebrating success</li> </ol>	<ol style="list-style-type: none"> <li>1. Students unattended or unsupervised</li> <li>2. Sarcasm, slang, political statements or agenda</li> <li>3. Unprepared or unprofessional</li> <li>4. Exclusion of students, labels or discrimination</li> <li>5. Lesson/assignment not related to learning targets (busy work)</li> <li>6. Wasted instructional time (screen time that is not related to learning targets)</li> <li>7. Personal phone usage (call or text) during instructional time</li> <li>8. Put downs or insensitivity</li> <li>9. Disrespectful or unprofessional dialogue among staff or students</li> <li>10. Email/social media during student contact time</li> </ol>



**Strategic Plan and  
Updates on Progress**



**Summer 2022:** Community Feedback Gathered



**July 2022:** Draft Mission/Vision/Core Values developed by the Board of Education and Leadership Team.



**December 2022:** Community Team Assembled, Mission/Vision/Core Values Reviewed, Priority Areas Developed, Strategies Suggested



**February 2023:** Action plans developed that specifically identify what will be done to meet the objectives of each priority area and who will be responsible for leading the work.



**April/May 2023:** Revisions and review completed by the Leadership Team.  
Communication to the community and implementation of the plan with stakeholders.

### Excellence in Human Capital

- Opportunities to collaborate
- Competitive compensation
- Recruitment and retention

### Organizational Growth and Preparedness

- Capital Planning
- Space considerations
- Safety and Security

### Academic Excellence

- Variety of coursework
- Enrichment opportunities
- Preparation for college and career

### Family and community connections

- Family Engagement
- Communication
- Opportunities to collaborate

# Action Plan

Priority Area 1: EXCELLENCE IN HUMAN CAPITAL		
Objective: Recruit & Retain Highly Qualified Staff	Who	When
Strategies (what's): to accomplish our objective, we should...	Which group, person, committee or entity will be responsible for doing the work?	When will this work occur?
Provide opportunities for all teachers and all staff to collaborate	Building Principals, MCLs, Guiding Coalitions	Ongoing- weekly
Create a compensation plan for all staff that is competitive with similar-sized districts.	Superintending TTC	Spring 2023
Enhance recruitment and retention plan to ensure employment of highly qualified staff including current district programs.	Asst Superintendent, Building Principals	2023
Implement a Comprehensive Professional Development Plan?	Asst Superintendent	2023

**Completed**

**Completed**

**Completed**

Priority Area 2: Organizational Growth and Preparedness		
Objective: Ensure that the facilities meet the needs of our students now and in the future.	Who	When
<p>Develop a plan to ensure our facilities can accommodate the growth of our community including technology, ADA, multiple use, athletics, etc.</p>	<p>Superintendent, Director of Operations, Community, GPS staff,</p>	<p>June of FY 23 <b>In Progress</b></p>
<p>Develop a long-range fiscal plan to support district needs and growth</p>	<p>Superintendent, Director of Operations, Financial Advisor,</p>	<p>December FY 24-June of FY 24 <b>In Progress</b></p>
<p>The district safety committee, building safety committees, including SRO's will review the Safety guidelines sent by Governor, DESE and the assessments to continually improve safety.</p>	<p>Superintendent, School Resource Officers, Safety Committee appointees, Director of Operations, Community, Fire Chief,</p>	<p>April FY 23-December 23 <b>In Progress</b></p>

# Action Plan

Priority Area 3: ACADEMIC EXCELLENCE		
Objective: To prepare students for the future through opportunity and enrichment	Who?	When?
Expand the CTE Program and College/Career Exploration	HS Principal HS Career Coach MS Principal MS Career Teacher SPED Transition HS/MS Counselor Elem Counselors Community Partners Vocational Conn.	Fall 2023-2024 <b>In Progress</b>
Improving academic outcomes for all students through implementation of the PLC & RTI Processes and Inclusive Practices	District Leaders Building Principals MCLs Collaborative Teams Special Education Teachers	Ongoing
Align career readiness skills K-12 and revisit Profile of a Graduate	HS Principal HS Career Coach MS Principal MS Career Teacher SPED Transition HS/MS Counselor Elem Counselors Community Partners Vocational Conn. University Partners Specials/Electives Ts	Spring 2025  <input type="text"/> <b>In Progress</b>
Expose students to opportunities and real world experiences	HS Principal HS Career Coach	Ongoing

# Action Plan

<b>Priority Area 4: FAMILY &amp; COMMUNITY CONNECTIONS</b>		
<b>Objective: Improve and enhance partnerships with community stakeholders</b>	<b>Who</b>	<b>When</b>
Survey stakeholders in order to determine most effective and streamlined communication surrounding academic and social involvement using universal platforms	Freeman & Smartt <b>Completed</b>	Spring 23
Provide opportunities for families & community partners to participate, engage, and collaborate in academic & social success within our schools.	Principals Teachers Counselors Community Partners Specials/Electives Ts	Ongoing

## Action Plan

Timeframe	Activity	Who
March-April, 2023	<ol style="list-style-type: none"> <li>1. Blueprint Plan Presented to the Community and Adonted by the BOE</li> <li>2. <b>Completed</b> and then shared with the faculty and staff.</li> <li>3. Blueprint Plan unpacked with smaller groups.</li> </ol> <p><b>Completed</b></p>	Superintendent, BOE  Superintendent  Principal
June/Summer, 2023	Blueprint implementation updates provided to the BOE, Community and Staff	Superintendent and Administrators
2023-2024 Quarterly	Blueprint Updates provided to Community and Staff	Superintendent and Administrators
February, 2024	Blueprint Budget Recommendations Made Blueprint Expenditures Finalized	Superintendent and Administrators
June, 2024	Final Report Blueprint Updates provided to the BOE, Community and Staff	Superintendent and Administrators
July, 2024	Blueprint Planning Day Held  Plan Updated for 24-25	BOE Superintendent Administrators Staff Community Members

# Accountability Timeline

# **Gentry School District Information**

**Enrollment: 1670**

**All schools are fully accredited.**

**Title One Districtwide**

**Parent Engagement and Wellness plans adopted and approved.**

**Public School Choice Act Transfers-12**

**College Going Rate-34%**

**Graduation Rate-93%**



# Gentry School District Information

**District Student to Teacher Ratio: 12:1**

**Average Class size is 15.**

**English Learners: 13%**

**Eligible to Receive Special Education: 15%**

**Economically Disadvantaged: 55%**

**\*Teachers Certified-100%**

**Average Years Teaching Experience: 7.8**

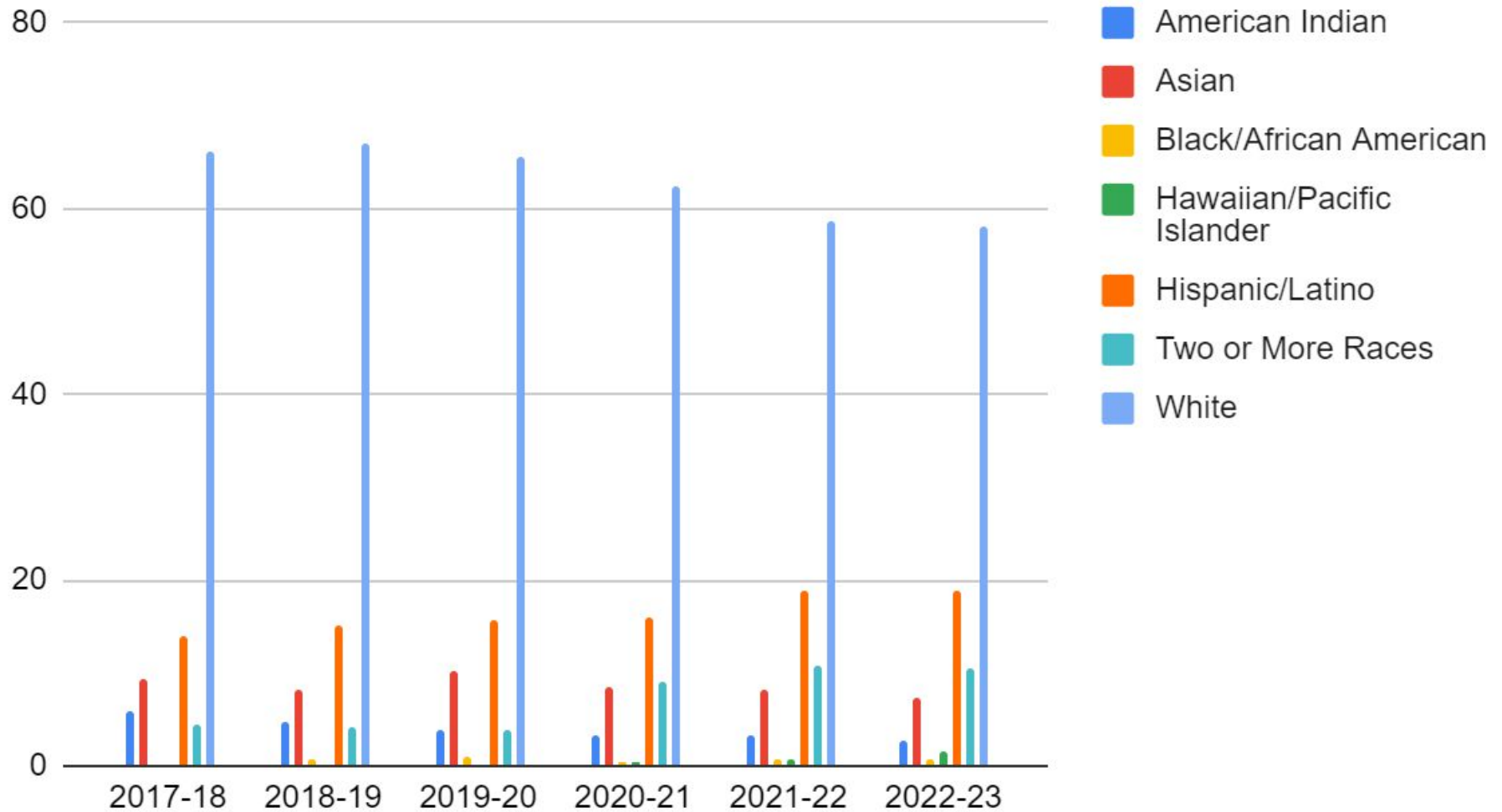
**District Per Pupil Expenditures: \$11,777.62**

**\*This includes those with provisional licenses who are enrolled in alternative pathways to licensure. This also includes teachers who are currently teaching out of their certification area with an Alternative Licensure Plan.**

# District Demographics 2017-2023

	American Indian	Asian	Black/African American	Hawaiian/Pacific Islander	Hispanic/Latino	Two or More Races	White
<b>2017-18</b>	5.9	9.3	0.2	0.2	13.9	4.4	66.1
<b>2018-19</b>	4.7	8.2	0.7	0	15.1	4.2	67.1
<b>2019-20</b>	3.8	10.3	0.9	0	15.7	3.8	65.5
<b>2020-21</b>	3.4	8.4	0.5	0.3	15.9	9.2	62.3
<b>2021-22</b>	3.3	8.0	0.3	0.6	16.6	10.3	60.9
<b>2022-23</b>	3.2	8.1	0.6	0.7	18.9	10.8	58.7
<b>2023-24</b>	2.8	7.3	0.8	1.6	19.0	10.5	58.1

# Demographic Trends 2017-2023



# Gentry School District Information

## Discipline

Out of School Suspensions: 129

Expulsions: 0

Exclusionary Disciplinary Actions: 129

**Discipline policies distributed to 100% of students and training provided to 100% of staff.**

0 children retained district wide.

**Number of students transferring under Unsafe Schools Provision: 0**

# Student Attendance and Graduation Rate

## Average Daily Attendance Rate

**District- 88.87**

**GPS- 90.85%**

**GIS- 92.07%**

**GMS- 89.28%**

**GHS- 84.6%**

## 21-22 Graduation Rate ( State 88.22%)

(4 Year) 92.98%

(5 Year) 89.66%

# Definitions

**Chronic Absenteeism-18 or more absences  
(10% of the school year)**

**Extreme Chronic Absenteeism-30 or more absences  
(20% of the school year)**

# 2022-23 Attendance Snapshots

## Gentry Primary School

<b>Grade</b>	<b># students enrolled 178 days</b>	<b># students with 5 or less absences</b>	<b>10+ Absences</b>	<b>18+ Absences</b>	<b>30+ Absences</b>
K	117	6/5%	64/55%	33/28%	13/11%
1	154	11/7%	101/66%	52/34%	12/7%
2	111	11/9%	62/56%	28/25%	7/6%

# Gentry Intermediate School

<b>Grade</b>	<b># students enrolled 178 days</b>	<b># students with 5 or less absences</b>	<b>10+ Absences</b>	<b>18+ Absences</b>	<b>30+ Absences</b>
3	122	13/11%	78/64%	30/25%	7/5%
4	107	13/12%	67/60%	34/32%	5/5%
5	129	23/18%	71/55%	26/20%	9/7%



# Gentry Middle School

<b>Grade</b>	<b># students enrolled 178 days</b>	<b># students with 5 or less absences</b>	<b>10+ Absences</b>	<b>18+ Absences</b>	<b>30+ Absences</b>
<b>6</b>	120	25/21%	66/55%	19/16%	3/2%
<b>7</b>	100	18/18%	44/44%	16/16%	0
<b>8</b>	125	21/17%	68/54%	28/22%	6/5%

# Gentry High School

<b>Grade</b>	<b># students enrolled 178 days</b>	<b># students with 5 or less absences</b>	<b>10+ Absences</b>	<b>18+ Absences</b>	<b>30+ Absences</b>
9	116	2/1%	107/92%	77/66%	38/33%
10	122	0	103/84%	75/61%	42/34%
11	119	4/3%	95/80%	67/56%	39/33%
12	114	3/3%	91/80%	68/60%	40/35%

# 23-24 Attendance Snapshot as of September 22, 2023

<b>School</b>	<b># students enrolled 27 days</b>	<b># students with 5 absences</b>	<b>10+ Absences</b>	<b>18+ Absences</b>
<b>GPS</b>	353	7	2	0
<b>GIS</b>	N/A	N/A	N/A	N/A
<b>GMS</b>	389	17	5	0
<b>GHS</b>	416	17	20	2

# Progress Update

1. We saw a significant decrease in chronic absenteeism in one building: GMS.
2. In 22-23, we had 553 students in K-12 (35%) with 18+ absences.
3. In 22-23, we had 222 K-12 students (14%) with 30+ absences.

# What are we going to do about it?

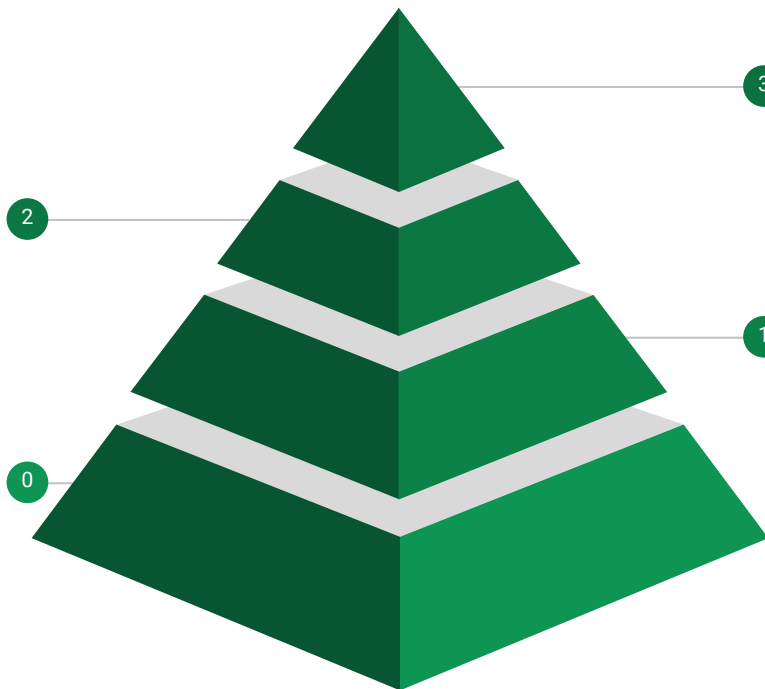
1. Attendance goals added to all school improvement plans.
2. Develop and implement a tiered attendance support system
3. Bi-weekly attendance monitoring at the district level
4. Launch social media campaign for awareness
5. Survey high school students

## Tier 2-Early Intervention

Students missing 10-15 days of school for any reason-Interventions for students on an **individual or group** basis designed to remove barriers to daily attendance at school. Individual student and caregiver contact with an improvement plan developed.

## Foundational

Supports and actions that promote a positive school climate and conditions conducive for attendance and engagement



## Tier 3-Intensive Intervention

Community wrap around services, FINS referral, intense collaborative support based on **individual** situation and need

## Tier 1-Universal Prevention

Supports provided for **all students and families** such as daily automated phone calls, swift reach/Talking Points messages, and other **prevention** strategies.

# Accountability Scores and Ratings

## 2023 ESSA School Index Overview

School	Letter Grade	Weighted Achievement Percentile	Value Added Growth Percentile	School Quality Student Success	Overall ESSA Index	Overall State Average
GPS	C	57.34 (49.77)	80.71 (77.58)	43.07 (50)	66.88 (63.71)	67.62 (67.33)
GIS	C	57.34 (49.77)	80.71 (77.58)	42.31 (40.61)	66.77 (62.3)	67.62 (67.33)
GMS	C	55.06 (65.62)	80.45 (79.37)	49.22 (44.07)	66.88 (65.62)	66.74 (66.88)
GHS	C	46.35 (49)	80.69 (80.4)	46.87 (49.05)	65.28 (66.06)	64.14 (64.01)

# District School Improvement Goals

1. Districtwide attendance percentage will increase by 3% by the end of the 23-24 school year. Chronic absenteeism will decrease by 25%.
2. Reading, Science and Math goals were developed with the goal of 90% of students achieving at “Ready” or “Exceeding” levels on the ATLAS.
3. Student achievement goals in Reading, Science, and Math will also be successfully completed once 95% of all students achieve at the 65th percentile on the MAP assessment.
4. The College and Career Readiness average for GHS students will be achieved when 75% of seniors are considered .

All district and school plans can be viewed by the public online at [www.indistar.org](http://www.indistar.org) or by visiting our district website.



# District Federal and Categorical Funds

\*Title One School Wide  
District

Title I-**\$235,661.54**

Title IIA-**\$47,860.59**

Title III-**\$21,836.76**

Title IV-**\$18,443.30**

Every Student Succeeds-**\$476,668**

Professional Development-**\$57,221.00**

English Language Learners-**\$75,369.00**

Alternative Learning-**\$14,9348**

Total Current Funding: **\$1,096,217.63**

Last year's funding amount: \$851,090.31

# GPS Funding

\*Title One School Wide  
School

Title I-Multi-Classroom Leader

Title IIA- Training and support for new teachers

Title III-Talking Points, Imagine Learning

Every Student Achieves (ESA)-Dyslexia Specialist

Professional Development (PD)

English Language Learners (ELL)-ELL Interventionist, translation services, materials and supplies

# GIS Funding

**\*Title One School Wide  
School**

Title I-2 Multi-Classroom Leaders, 2 Direct Reach Teachers, 2 Reach Associates

Title II A- Training and support for new teachers

Title III-Talking Points, Imagine Learning

Every Student Achieves (ESA)-Dyslexia Specialist, Nurse

Professional Development (PD)

English Language Learners (ELL)-ELL Interventionist, translation services, materials and supplies

# GMS Funding

**\*Title One School Wide  
School**

Title I- 2 Multi-Classroom Leaders

Title IIA- Training/Support for new teachers, Evidence based professional development

Title III- English Language Development materials, Talking Points, Read/Math 180, and professional development

Every Student Achieves (ESA)-Dyslexia Specialist, STEM supplies

Professional Development (PD)

English Language Learners (ELL)- ELL interventionist, materials and supplies, translation services

# GHS Funding

**\*Title One School Wide  
School**

Title I-4 Multi-Classroom Leaders, 1 Reach Associate

Title IIA-PLC Support, Evidence based professional development

Title III-Read 180/Math 180, English Language Development materials, Talking Points, professional development

Every Student Achieves (ESA)-Nurse, Dyslexia Specialist, STEM supplies

Professional Development (PD)

English Language Learners (ELL)-Materials and Supplies, ELL Interventionist, translation services

Alternative Learning Environment (ALE)-Student Support Services staff, APEX, materials and supplies, training, ALE Director stipend, 1 full time teacher

# ESSER II and ARP ESSER

[Supports provided as of September, 2023](#)

**All ESSER and ARP ESSER funds have been spent.**



**Gentry School District  
Special Education  
Department**

## **SPECIAL EDUCATION TEAM**

- 1 Administrative Assistant/ Medicaid Clerk
- 1 Special Education Records Clerk
- 1 District Designee/Transition Coordinator
- 1 Director of Special Services
- 11 Teachers
- 9 Paraprofessionals
- 5 Speech Language Pathologists
- Contracted: 1 OT, 2 COTAs, 1 PT, 1 Ed. Examiner, 1 BCBA

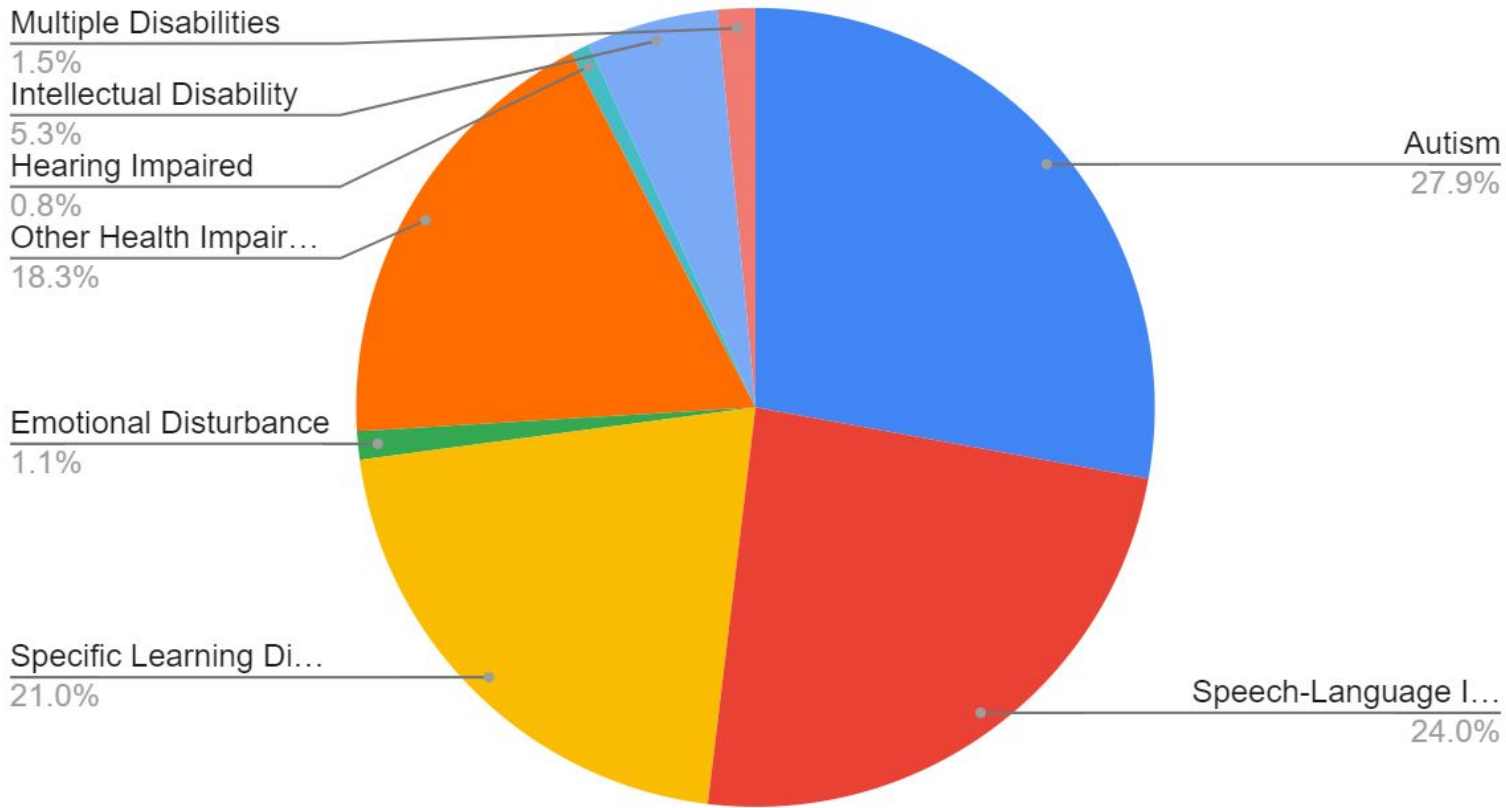


# IEP STUDENT NUMBERS

IEP STUDENT COUNT				
December '19	December '20	December '21	December '22	Current
184	192	208	251	266

26 IEP students have enrolled into the district since this school year started. There are currently 6 active referrals for special education.

## 23-24 Disability Categories Represented



# RELATED SERVICES OVERVIEW

Related Services 23-24		
Speech Therapy	Occupational Therapy	Physical Therapy
181 students	61 students	15 students

# WHAT IS INCLUSION?

Inclusion provides students with disabilities equitable access and opportunity in the general education curriculum and ensures that each student receives the educational resources and rigor they need at the right moment in their education.

Research shows that students with disabilities achieve better outcomes in inclusive settings. More time spent in a general education classroom was positively correlated with improved academic achievement along with:

- Fewer absences from school
- Fewer behavioral referrals
- Better outcomes after high school in the areas of employment and independent living.

# ARKANSAS INCLUSIVE PRACTICES TIMELINE

## Inclusive Education Timeline

Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services.

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>Building Awareness</b>  Statewide trainings	<b>Planning Year</b>  Schools are asked to make plans for moving forward. Any needed training should be provided.	6 <sup>th</sup> and lower	7 <sup>th</sup> and lower	8 <sup>th</sup> and lower	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway	In order to earn credits on the regular pathway
		It is recommended that students receive core instruction in general education courses with the appropriate supplementary aids, services, and supports to prepare them for fulfilling the regular diploma requirements for graduation. Programming decisions are determined by the IEP team.			9 <sup>th</sup> graders must have licensed content teachers	9 <sup>th</sup> and 10 <sup>th</sup> graders must have licensed content teachers	9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> graders must have licensed content teachers	All high school students must have licensed content teachers

\*Students with significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation.

Green indicates students working towards fulfilling the regular diploma requirements for graduation.

# INCLUSIVE PRACTICES IN GENTRY

Implementation year '23-'24

- Kindergarten through 9th grade
- All students treated as general education students FIRST
- Protecting Tier I instruction in literacy and math in general education classrooms.
  - Sped teachers pushing into classrooms to provide weekly minutes with small group time focusing on those that are two or more grade levels below in reading/math
  - Looks different in each building based on master schedules
- Prioritizing individual student needs to ensure they are in their least restrictive environment
  - Setting tighter standards for placement in the self-contained environment (IQ of 55 or lower, qualifies for DLM, anticipated that the student will not live independently)
  - Ensuring SLE students are assisted in general education classrooms to the maximum extent possible.
- Prioritizing special educator participation in professional learning teams
- Team attending Inclusive Practices Training of Trainers

# INCLUSIVE PRACTICES IN GENTRY

## Year 2 Goals

- Kindergarten through 10th grade
- Increase Universal Design for Learning districtwide
- Improve master schedules to allow for flexible grouping
- Explicit and targeted staff training for general and special educators
- Consider the benefit of additional staff to
- Increase district behavior support
- Increase sensory room resources
- Quarterly planning/alignment days for special education staff

## Year 3 Goals

- Kindergarten through 11th grade
- Continually improving inclusive practices after yearly reflections

## 2022-2023 IEP Student ACT Aspire Data-ENGLISH

GRADE	EXCEEDING	READY	CLOSE	IN NEED
3RD	3/26	8/26	9/26	6/26
4TH	0/19	3/19	8/19	8/19
5TH	2/33	8/33	8/33	15/33
6TH	0/31	5/31	17/31	9/31
7TH	2/9	3/9	4/9	0/9
8TH	3/17	4/17	4/17	6/17
9TH	2/15	3/15	0/15	10/15
10TH	0/17	4/17	3/17	10/17



## 2022-2023 IEP Student ACT Aspire Data-READING

GRADE	EXCEEDING	READY	CLOSE	IN NEED
3RD	2/26	1/26	6/26	17/26
4TH	0/26	1/26	2/19	16/26
5TH	0/33	5/33	2/33	26/33
6TH	1/32	0/32	6/32	25/32
7TH	1/9	0/9	5/9	3/9
8TH	2/17	2/17	7/17	6/17
9TH	0/15	2/15	2/15	11/15
10TH	0/17	0/17	1/17	12/17

## 2022-2023 IEP Student ACT Aspire Data-MATH

GRADE	EXCEEDING	READY	CLOSE	IN NEED
3RD	2/26	3/26	10/26	11/26
4TH	1/19	1/19	3/19	14/19
5TH	0/33	5/33	15/33	13/33
6TH	0/32	2/32	14/32	16/32
7TH	0/9	0/9	4/9	5/9
8TH	1/17	2/17	1/17	13/17
9TH	0/15	0/15	4/15	11/15
10TH	0/17	0/17	1/17	16/17

## 2022-2023 IEP Student ACT Aspire Data-SCIENCE

GRADE	EXCEEDING	READY	CLOSE	IN NEED
3RD	1/26	3/26	3/26	19/26
4TH	0/19	1/19	1/19	17/19
5TH	1/33	3/33	7/33	22/33
6TH	0/25	0/25	0/25	25/25
7TH	1/9	1/9	0/9	7/9
8TH	1/17	3/17	3/17	10/17
9TH	0/15	1/15	3/15	11/15
10TH	0/17	1/17	2/17	14/17

# Gentry Primary School



# GPS Teaching and Learning Celebrations

- PLC Teams focused on essential standards, aligning CFAs, discussing steps for improving Tier 1 instruction
- Guiding Coalition continuing to lead their grade level teams
- Job embedded PD: standards training, classroom management, peers going on learning walks, teachers opening classrooms to each other, coaching cycles
- Jenny Pierce continuing to work with 2nd grade team for Math Quest, book study in progress/asynchronously
- Implementation of small group instruction into master schedule (math and literacy) for all grades
- Teams refining intervention and enrichment practice (W.I.N.)
- Addition of ABLE classroom (Tremendous behavior/academic support)
- SEL lessons delivered to every class by Guidance Counselor
- Monthly Character Assemblies

Fall to Winter Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 NWEA MAP growth study states winter norm range states 68% student population expected within range
87/102 85%	32/102 31%	135-158
Winter to Spring Observed growth (All Students)	Met or Exceeded Projected Spring Growth Target	2020 NWEA MAP growth study states spring norm range states 68% student population within range
74/99 75%	36/99 36%	141-165

## Kindergarten Literacy Data

Fall to Winter Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 Student Achievement Winter Norm Range NWEA MAP states 68% student population are expected to fall in this range
85/101 84%	71/101 70%	138-162
Winter to Spring Observed growth (All students)	Met or Exceeded Projected Winter Growth Target	2020 Student Achievement Spring Norm Range NWEA MAP states 68% student population are expected to fall in this range
88/102 86%	72/102 73%	145-169

## Kindergarten Math Data

Fall to Winter Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 Winter Norm Range NWEA MAP states 68% student population within range
95/134 71%	48/134 36%	152-179
Winter to Spring Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 Spring Norm Range NWEA MAP states 68% student population within range
111/122 91%	62/122 52%	157-186

## 1st grade Literacy Data



Fall to Winter Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 Winter Norm Range NWEA MAP states 68% student population within range
114/136 84%	77/136 57%	158-183
Winter to Spring Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 Spring Norm Range NWEA MAP states 68% student population within range
118/140 84%	78/140 56%	163-189

## 1st grade Math Data

Fall to Winter Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 Winter Norm Range NWEA MAP states 68% student population within range
82/101 81%	46/101 46%	166-196
Winter to Spring Observed growth (All Students)	Met or Exceeded Projected Winter Growth Target	2020 Spring Norm Range NWEA MAP states 68% student population within range
74/102 73%	45/102 44%	170-200

## 2nd grade Literacy Data

Fall to Winter Observed growth	Met or Exceeded Projected Winter Growth Target	2020 Winter Norm Range NWEA MAP states 68% student population within range
82/101 81%	65/101 64%	171-197

Winter to Spring Observed growth	Met or Exceeded Projected Winter Growth Target	2020 Spring Norm Range NWEA MAP states 68% student population within range
93/102 92%	65/102 61%	176-202

## 2nd grade Math Data

## 2022-2023 Spring NWEA Map Growth by Grade Level

### % Met Growth Target by Subject

	Reading	Math
<b>Kindergarten</b>	52%	66%
<b>First Grade</b>	44%	50%
<b>Second Grade</b>	57%	58%

Data shows growth from Fall to Spring

**MAP Trends from SY 21- SY 23 - Percentage of Students Who Demonstrated Growth**

Year	Subject	Grade K	Grade 1	Grade 2
2023	Math	66%	50%	58%
	Reading	52%	44%	57%
2022	Math	64%	66%	51%
	Reading	59%	48%	69%
2021	Math	88%	67%	74%
	Reading	39%	55%	75%

## PLC Process

- Refining Common Formative Assessments to ensure alignment with new standards expectations
- Increased teacher understanding of detailed components within each standard
- PLC Network: Partnering with Solution Tree - Solution Tree Associate site visits, GC continued training
- Goal to become PLC Model School

## Instructional Process:

- Earlier and more targeted intervention: CFAs, dyslexia screening, SIT (Student Intervention Team) process
- Classroom teacher providing tier 2 instruction... more detailed communication with interventionists
- Adjusting pacing guide/unit map to ensure the flow of standards provides logical skill progression: prerequisites, reciprocal relationships, explicit connection
- Phonics First, Small Group Instruction
- Inclusionary Practices

## Students requiring Tier 3 services

- Grade Level Teacher Test Administration
- Additional special education teacher: smaller st:teacher ratio
- Increasing inclusion
- Flex grouping (2nd grade)

**How are we supporting teaching and learning?**

Gentry Primary School

School Improvement Plan 2023-2024

Focus Area: Achievement

Literacy	How	Implementation Timeline	Persons Responsible	Evidence
All students will demonstrate observed MAP growth.	<ul style="list-style-type: none"> <li>Phonics First Tier 1</li> <li>Oral Reading Fluency</li> <li>Personalized Small Group Instruction</li> </ul>	August 2023-May 2024	Teachers Principal MCL	100% of students attain growth .
<p>Increase the number of students reading at or above grade level to 95% in K-2</p> <p>Through the Professional Learning Community model, implement a strong RTI system to address the needs of each student in Foundational Reading Skills K-2</p>	<ul style="list-style-type: none"> <li>Virtual Small Group Instruction</li> <li>Flex Grouping</li> <li>Phonics Chip Kits</li> <li>Flyleaf Decodable Text</li> <li>RISE Strategies</li> <li>Job embedded collaboration</li> <li>Teaching and Learning Cycle</li> <li>Six leading questions</li> <li>Progress monitoring</li> <li>PLC at Work grant</li> <li>Job embedded collaboration</li> </ul>	<p>August 2023-May 2024</p> <p>August 2023-May 2024</p>	<p>Grade Level Teams Principal MCL</p> <p>Grade Level Teams Principal MCL Solution Tree</p>	<p>Greater number of enrichment groups</p> <p>Students scoring at or above 65th percentile MAP Literacy</p> <p>Increased student achievement in each Summative Testing Session NWEA MAP</p> <p>Oral Reading Fluency meets or exceeds yearly expectations</p>
Increase the effectiveness of each teacher in Tier 1 instruction (HRS Level 2)	<ul style="list-style-type: none"> <li>Individual Tier Data</li> <li>Peer Observations</li> <li>Coaching Cycles</li> </ul>	August 2023-May 2024	MCL Principal	

# School Improvement Plan

Math Goals	How	Implementation Timeline	Persons Responsible	Evidence
All students will demonstrate observed MAP growth.	<ul style="list-style-type: none"> <li>Go Math Tier 1</li> <li>Personalized Instruction: Waggle/Seesaw</li> <li>Happy Numbers</li> </ul>	August 2023-May 2024	Teachers Principal	100% of students attain growth.
Increase the number of students performing at or above grade level to 95% in K-2	<ul style="list-style-type: none"> <li>Go Math Tier 1</li> <li>Job embedded collaboration</li> <li>Learning targets and proficiency map</li> </ul>	August 2023-May 2024	Grade Level Teams Principal	Students scoring at or above 60th percentile MAP Math

# ELPA21

## GPS grades K-2

67 Students Tested

	K (25)	1st (28)	2nd (14)
Emerging	2	3	1
Progressing	22	21	8
Proficient	1	4	5



## **D School Status and Supports from DESE**

- Designated DESE Literacy Specialist-Brittney Blair
- MCL and DESE Specialist meet weekly with PLCs -Literacy Focus Area
- Tier 1 Core Instruction: Standards Training, Improving Phonics First-Implementation, Small group instruction and CFA's
- Literacy Training-Core Instruction All Grades
- Phonics overview training - Literacy Specialist - Brittney Blair
- RISE training for all K-2 Teachers
- Continued Team Time-Literacy and Math to Address PLC Guiding Questions

# Plan for Improving Student Achievement

- Attendance Goal
- Increase number of students reading on or above grade level by 30%
- Core Instruction - Research/Identify literacy resources that are aligned with state approved list
- Small Group Instruction - Dedicated time for intentional instruction for ALL students
- Increased Fluency/Comprehension practice for all students
- Set Grade level academic goals/celebrations (PLCs doing this)
- Monitor CFAs/student data to drive instruction - Align with standards and learning goals
- Improve Inclusion Practices through training and support
- Continue Standards Based Grading - Align Reports to all standards

# Needs Assessment: Special Projects or Areas to Address

- Improve reading accuracy, fluency and comprehension
- Utilize universal screeners within first two weeks of school
- Literacy Curriculum/Materials - need one that aligns with the state approved curriculum
- Small group instruction training - COOP Support
- PLC training for new teachers
- Special Education teachers/staff in PLCs
- Additional Special Education staff needed to support inclusion/increase inclusion practices at all grade levels
- Increased behavior specialist presence to address severe behavior needs
- Increased mental health professional presence to address SEL
- Determine if MAP data is aligned with CFAs to ensure appropriate use of data
- Continue working on PLC Project - Goal to become PLC Model School (submit application this spring)
- Set goal to become a RISE model school once PLC Model School goal is met (2-3 years)
- Need Math MCL
- Building Wide W.I.N. time



**Gentry Intermediate  
School**

## 22-23 Celebrations-GIS Academic & Student Services

### Core Instructional Changes

- Implementation of small group tier 1 intervention in all core content areas

### W.I.N. (What I Need)

- Dedicated tier 2 intervention of current math and literacy essential standards and targets determined by teachers through the evaluation of CFA data during the PLC process
- Flex Fridays provided to all students to encourage reading, exploration, and relationships including DEAR (Drop Everything and Read), monthly character assemblies, and club day

### Pioneer Time

- Added time in the afternoon that helps remove barriers to core instruction and intervention
- Used to meet the needs of all learners including OT/PT, counseling, GT, mentoring, and dyslexia intervention.

## 22-23 Needs Assessment: Special Projects/Areas to Address

- Improve reading accuracy, fluency, and comprehension in all grade levels
- Implement universal literacy screeners/assessments in all grade levels
- Add extension groups to core instruction and WIN time to address high achievement low growth learners and to expose high achievement students to higher grade level content
- Implement phonics intervention four days a week for students identified with characteristics of dyslexia
- Increase inclusionary practices in tier 1 instruction by scheduling common planning that includes grade level content area teachers and special education educators
- Dedicate a special education educator to each grade-level to meet student inclusion needs as well as increase staff collaboration
- Behavioral expectations, staff training, and real-time intervention (Behavior RTI Team)
- New state assessment and computer requirements for student usage

## 23-24 Additions to Academic & Student Services

### Core Instructional Changes/Supports

- Implementation of small group tier 1 *extension* supports in math and literacy
- ASU Next Education Workforce Team-Based Instructional Approach Pilot-3rd & 4th
- Full-Release Opportunity Culture MCLs in both Literacy and Mathematics

### W.I.N. (What I Need)

- Dedicated tier 2 *extension* of current math and literacy essential standards and targets to encourage high growth in high achieving students
- Addition of monthly team building activities to the Flex Friday W.I.N. schedule

### Pioneer Time

- Addition of ESOL and SpEd pull-out minutes to work directly with identified students
- Addition of Behavioral Academies to address unwanted identified behaviors

## 23-24 Additions to Academic & Student Services

### Inclusionary Practices

- Restructuring of team planning to include speech language pathologists, district and school MCLs, designated grade-level special education educators, ABLE, and reach assistants
- Push-In of SpEd, Speech Language Pathologists, and ESOL educators to core classes

### Behavioral RTI

- Universal essential behavior expectations for all students and grade levels
- Introduction and use of digital behavior log to track unwanted behaviors
- Weekly meetings to analyze behavior data in order to identify problem areas, students in needs, teachers or staff in need of supports through the PLC process.

### ATLAS Platform

- Teacher modeling of platform tools throughout the year
- Student practice use of platform tools throughout the year
- Student practice of ATLAS specific reading and science passages



## 2022-2023 ACT Aspire Data-Reading & Science Correlation

READING	EXCEEDING	READY	CLOSE	IN NEED
3RD	16%	18%	31%	35%
4TH	15%	14%	26%	46%
5TH	12%	18%	30%	40%

SCIENCE	EXCEEDING	READY	CLOSE	IN NEED
3RD	19%	21%	19%	40%
4TH	10%	20%	22%	48%
5TH	13%	19%	30%	38%

**SMART Goal:** Decrease the percentage of students categorized as “in need of support” for all grades in reading/science to 30% or less by spring 2024.

## 2022-2023 ACT Aspire Data-ENGLISH

ENGLISH	EXCEEDING	READY	CLOSE	IN NEED
3RD	37%	37%	21%	5%
4TH	22%	23%	37%	18%
5TH	24%	43%	21%	12%

## 2022-2023 ACT Aspire Data-MATH

MATH	EXCEEDING	READY	CLOSE	IN NEED
3RD	23%	40%	22%	15%
4TH	11%	38%	28%	22%
5TH	4%	46%	38%	13%

# Trend Data-ACT Aspire % of Ready or Exceeding Students

2023	Subject	Grade 3	State	Grade 4	State	Grade 5	State
	English	73.30%	62.70%	45.30%	63.30%	67.60%	70.20%
	Math	62.60%	54.40%	49.60%	48.60%	49.30%	40.70%
	Reading	34.40%	32.20%	28.20%	42.00%	29.40%	36.80%
	Science	40.50%	35.00%	40.50%	38.50%	31.60%	34.70%
2022	Subject	Grade 3	State	Grade 4	State	Grade 5	State
	English	58%	62%	49%	63%	56%	66%
	Math	51%	53%	35%	42%	29%	40%
	Reading	38%	35%	33%	41%	28%	34%
	Science	30%	31%	30%	40%	30%	37%
2021	Subject	Grade 3	State	Grade 4	State	Grade 5	State
	English	63%	62%	57%	63%	62%	69%
	Math	50%	49%	40%	43%	33%	35%
	Reading	30%	30%	36%	40%	39%	34%
	Science	36%	32%	31%	37%	33%	32%

## C Rated School Status and Literacy Supports

- Designated DESE Literacy Specialist-Brittney Blair
- Weekly PLT with MCLs and DESE Specialist-Literacy Focus Area
- Tier 1 Core Instruction: Phonics First-Structures Implementation
- Fluency & Accuracy Tier 3 Intervention-UFLI
- Benchmark Reading Training-Core Instruction All Grades
- Empowering Writers Training-Core Instruction All Grades
- Sound Wall Training-3rd Grade Literacy
- Fluency & Accuracy UFLI Training-Literacy/SpED/ESOL Teachers
- Continued Team Time-Literacy and Math to Address PLC Guiding Questions
- Standards-Based Reporting
- Improve attendance through incentives and positive student-family relationships to increase the number of students exposed to in-school reading opportunities

## 23-24 Student Achievement Improvement Plan

- Reading In Need of Support Improved from 46.3% to 40.6% in 22-23
- Reading In Need of Support Goal 40.6% to 30.0% or less in 23-24
- Core Instruction: Implementation of Team-Based Instruction-3rd and 4th Grade
- Daily Phonics Instruction-All Grades
- Daily Handwriting Practice-3rd & 4th Grade
- Increased Fluency Practice-All Grades
- Monitoring Oral Reading Fluency-Each Quarter and End of Year-All Grades
- Inclusionary Practices-Push-In of SpEd, Flex Paras, ESOL, SLPs-All Grades
- Use of MAP Data to Drive Intervention Group Areas of Need
- Common Formative Assessments-Tied to Essential Standards and Targets
- Standards Based Grading-Increased Proficiency of Essential Standards

# 2022-2023 Spring MAP /Aspire Correlation

MATH	1st-20th	21st-40th	41st-60th	61st-80th	>80th	ACT Aspire
3rd Grade	19%	15%	28%	27%	11%	63%
4th Grade	29%	21%	23%	17%	10%	49%
5th Grade	34%	20%	30%	14%	2%	50%

READING	1st-20th	21st-40th	41st-60th	61st-80th	>80th	ACT Aspire
3rd Grade	20%	20%	24%	25%	11%	34%
4th Grade	36%	16%	22%	14%	12%	29%
5th Grade	29%	23%	26%	17%	5%	30%

SCIENCE	1st-20th	21st-40th	41st-60th	61st-80th	>80th	ACT Aspire
3rd Grade	13%	22%	19%	24%	22%	40%
4th Grade	22%	20%	17%	27%	14%	30%
5th Grade	19%	19%	18%	24%	20%	32%

## DLM-Dynamic Learning Maps Data 22-23

Subject Area	Emerging	Approaching	At Target	Advanced
English	0	1	0	0
Math	0	1	0	0
Science	0	1	0	0

## 22-23 ELPA21 Data

	3rd (16)	4th (19)	5th (15)
Emerging	0	1	1
Progressing	12	18	14
Proficient	4	0	0



# Trend Data-Spring MAP % of Ready or Exceeding Students

2023	Subject	Grade 3	Grade 4	Grade 5
	Math	38%	27%	16%
	Reading	36%	26%	22%
	Science	46%	41%	44%
2022	Subject	Grade 3	Grade 4	Grade 5
	Math	47%	28%	24%
	Reading	34%	26%	32%
	Science	42%	40%	40%
2021	Subject	Grade 3	Grade 4	Grade 5
	Math	39%	38%	24%
	Reading	47%	34%	35%
	Science	-	52%	46%

## 2022-2023 Spring MAP Growth by Grade Level

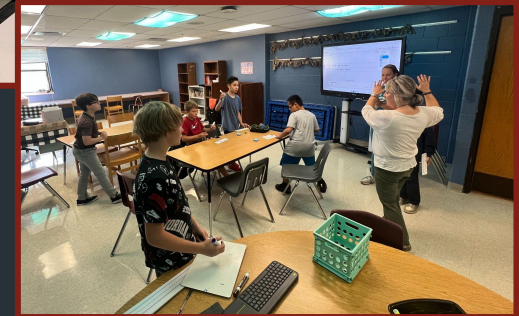
Grade Level	Growth Category	Reading	Math	Science
3rd Grade	≥1 Points Growth	60%	69%	54%
	<b>MET GROWTH TARGET</b>	46%	42%	45%
4th Grade	≥1 Points Growth	69%	80%	58%
	<b>MET GROWTH TARGET</b>	63%	59%	50%
5th Grade	≥1 Points Growth	53%	65%	58%
	<b>MET GROWTH TARGET</b>	48%	47%	52%

**SMART Goal:** 65% of students at each grade level will meet or exceed the assessment growth target in writing, reading, math, and science by EOY Spring 24.



**Gentry Middle School**  
**2022-2023**

- New Elective Courses to increase student voice and choice (Project Lead the Way)
- Pioneer Period Re-Imagined
  - Daily Priority Rotations for Intervention and Extension
  - Core teacher RTI Plan as part of the priority rotations
- Inclusive Practices for all classes
  - Training of the Trainers for 2 ELA teachers
  - 2 Inclusion teachers



## GMS Supports & Celebrations

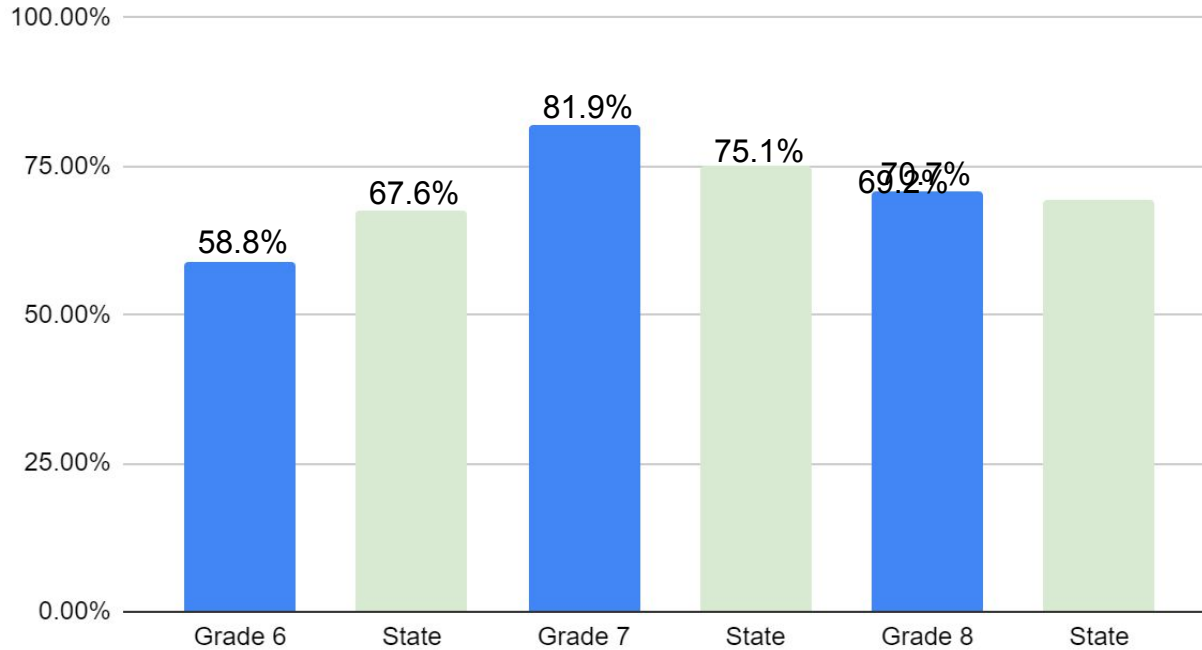


Gentry Middle School  
ACT Aspire Data

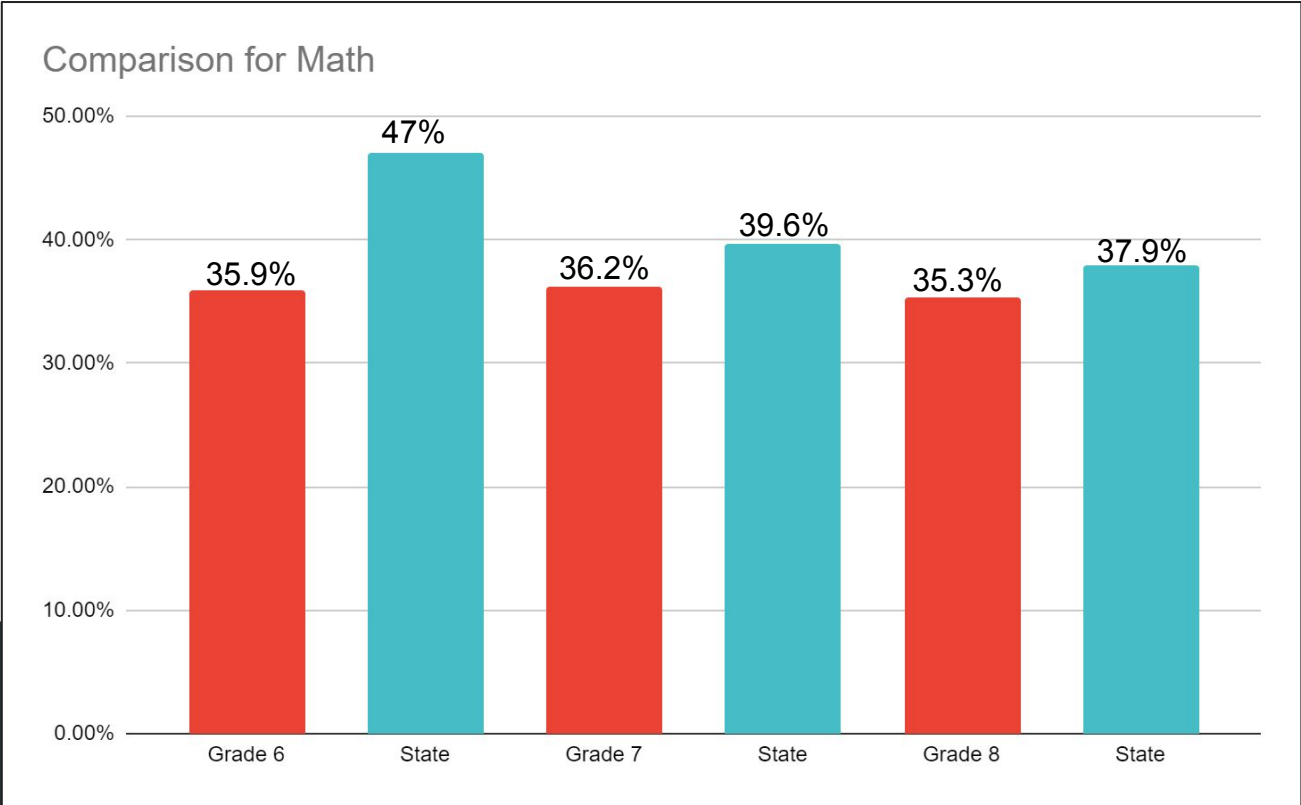


[GMS 2023 Supplemental ACT Aspire Charts](#)

## Comparison for English



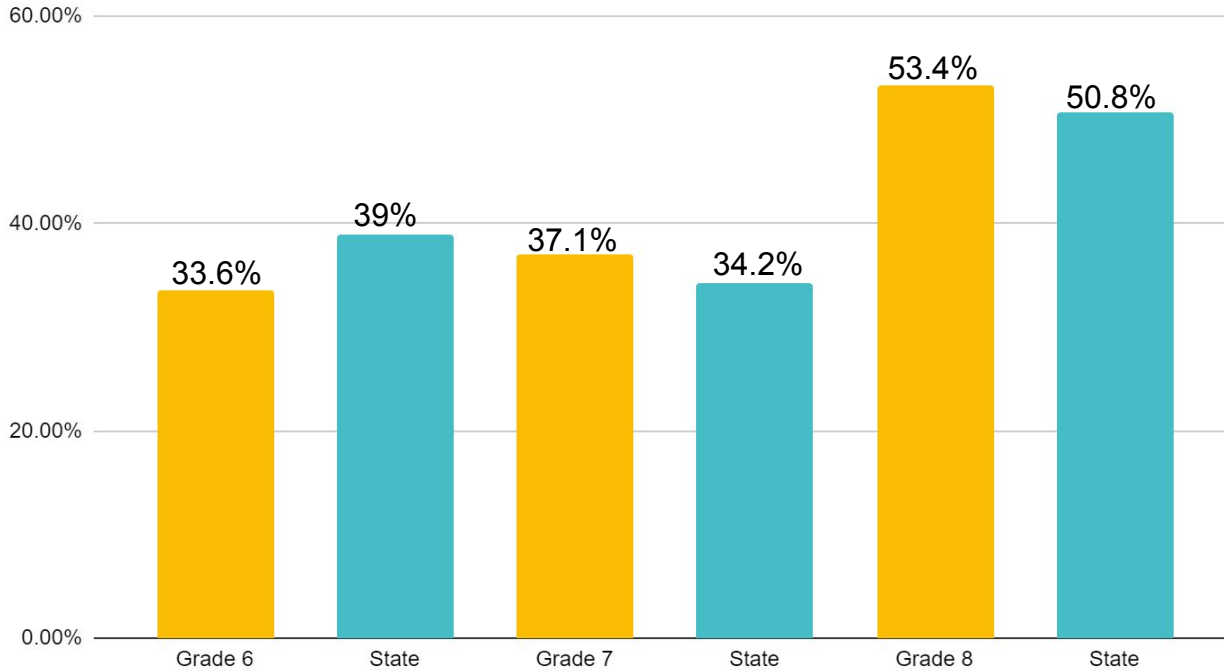
22-23 ACT Aspire Data (English)



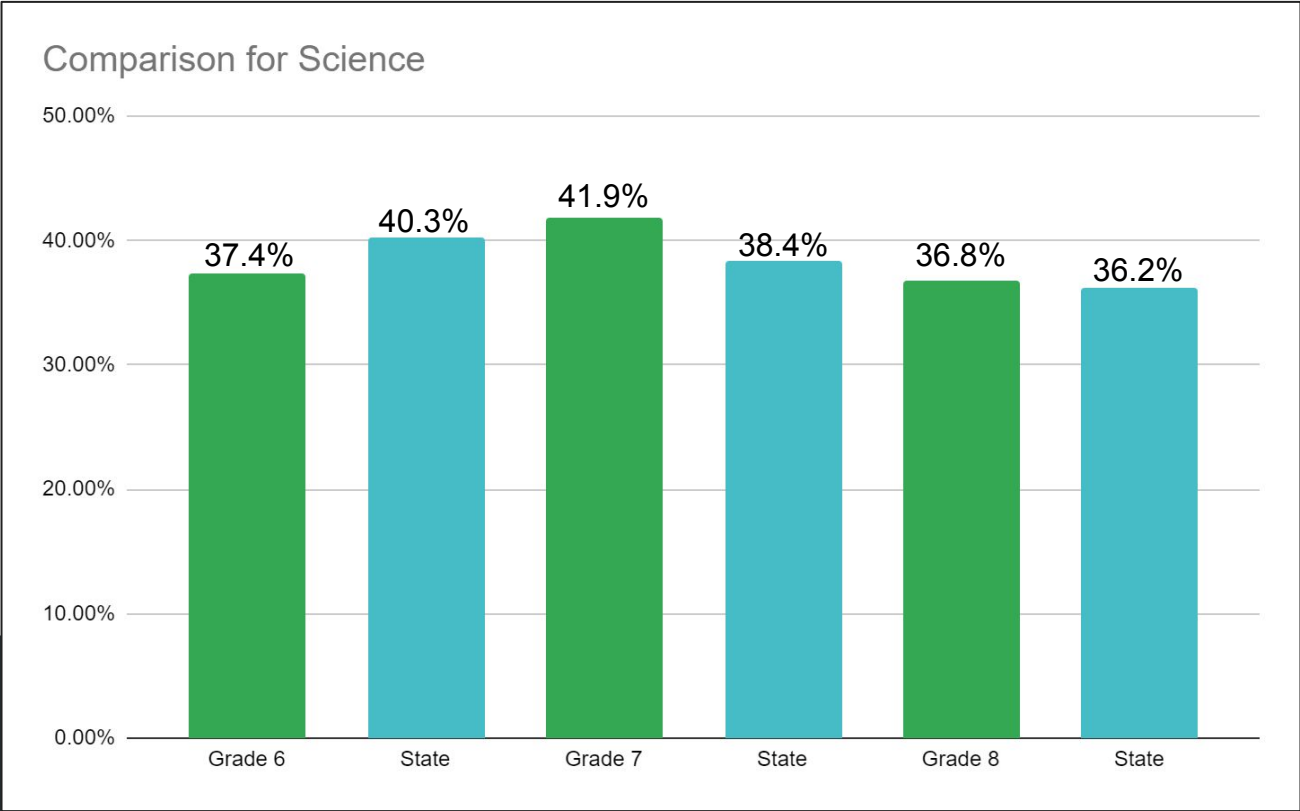
# 22-23 ACT Aspire Data (Math)



## Comparison for Reading



22-23 ACT Aspire Data (Reading)



# 22-23 ACT Aspire Data (Science)

<b>2023</b>	<b>Subject</b>	<b>Grade 6</b>	<b>State</b>	<b>Grade 7</b>	<b>State</b>	<b>Grade 8</b>	<b>State</b>
	English	58.80%	67.60%	81.90%	75.10%	70.70%	69.20%
	Math	35.90%	47.00%	36.20%	39.60%	35.30%	37.90%
	Reading	33.60%	39.00%	37.10%	34.20%	53.40%	50.80%
	Science	37.40%	40.30%	41.90%	38.40%	36.80%	36.20%
<b>2022</b>							
<b>2022</b>	<b>Subject</b>	<b>Grade 6</b>	<b>State</b>	<b>Grade 7</b>	<b>State</b>	<b>Grade 8</b>	<b>State</b>
	English	65%	65%	74%	74%	74%	71%
	Math	35%	45%	21%	36%	29%	38%
	Reading	51%	42%	35%	35%	54%	49%
	Science	47%	41%	34%	36%	47%	39%
<b>2021</b>							
<b>2021</b>	<b>Subject</b>	<b>Grade 6</b>	<b>State</b>	<b>Grade 7</b>	<b>State</b>	<b>Grade 8</b>	<b>State</b>
	English	63%	68%	74%	76%	80%	70%
	Math	32%	42%	36%	38%	45%	36%
	Reading	39%	37%	39%	34%	49%	49%
	Science	43%	39%	40%	39%	39%	36%

# ACT Aspire Trend Data



# Gentry Middle School MAP Growth

6th Grade - 61%

7th Grade - 48%

8th Grade - 49%

GMS MAP **MATH** Growth : Fall 22 - Spring 23

\*percent of students that met expected Growth Norms

6th Grade - 60%

7th Grade - 61%

8th Grade - 65%

GMS MAP **ELA** Growth : Fall 22 - Spring 23

\*percent of students that met expected Growth Norms

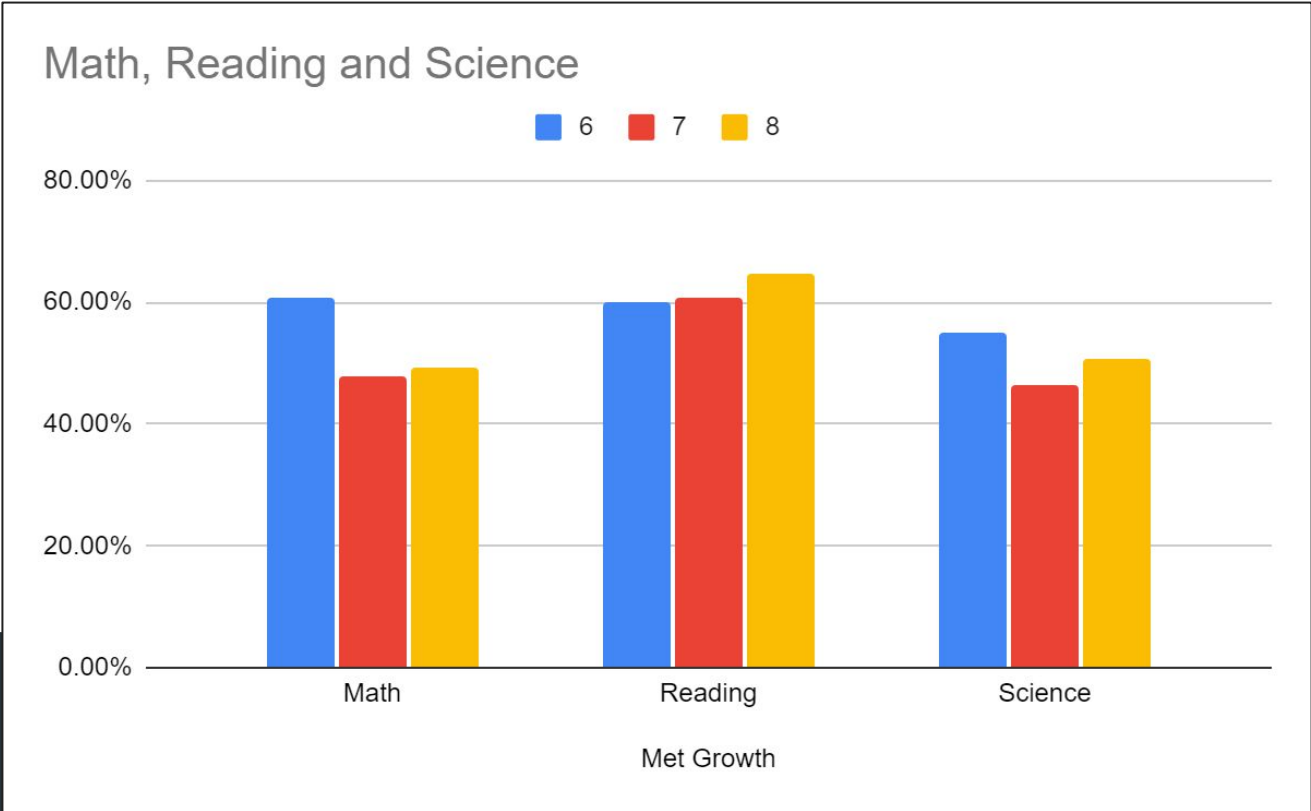
6th Grade - 55%

7th Grade - 47%

8th Grade - 51%

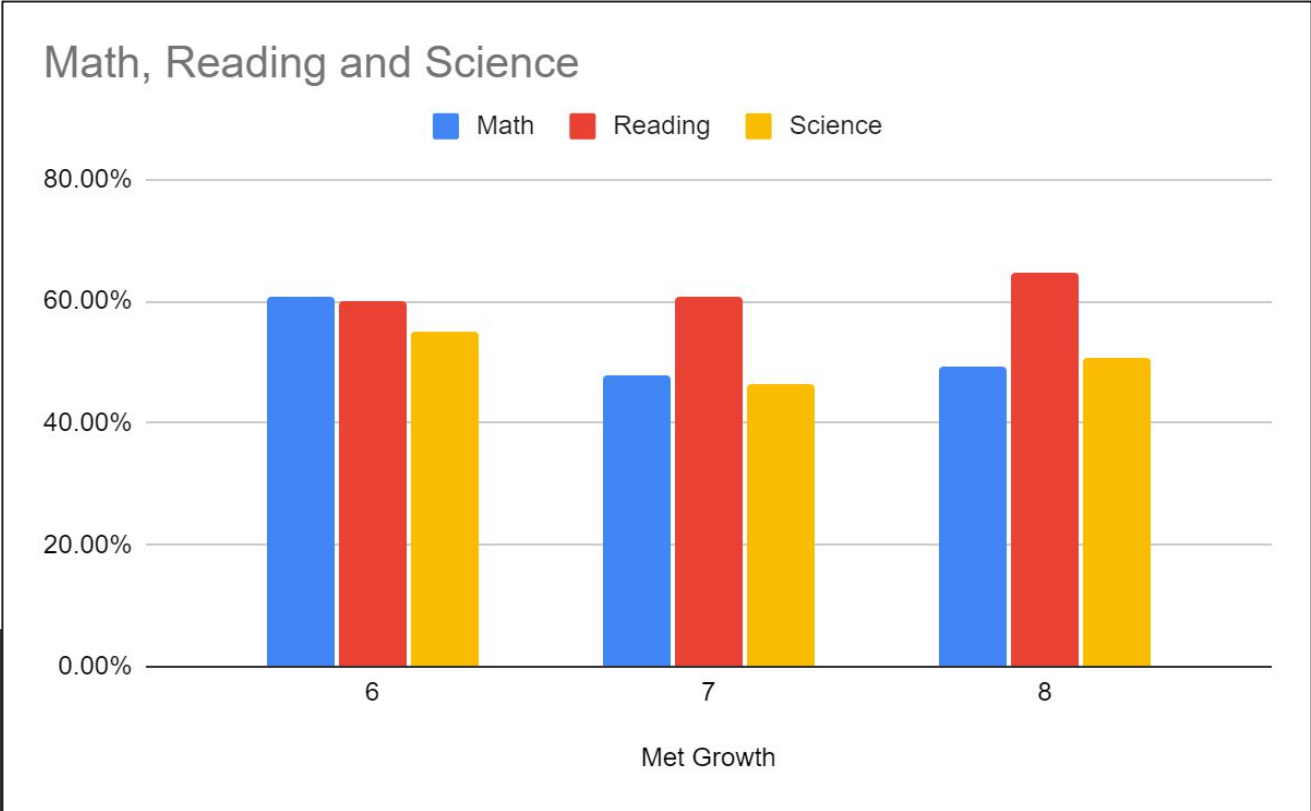
GMS MAP **SCIENCE** Growth : Fall 22 - Spring 23

\*percent of students that met expected Growth Norms

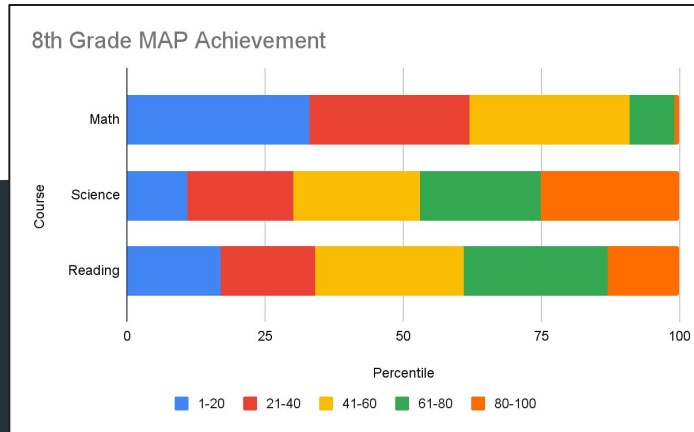
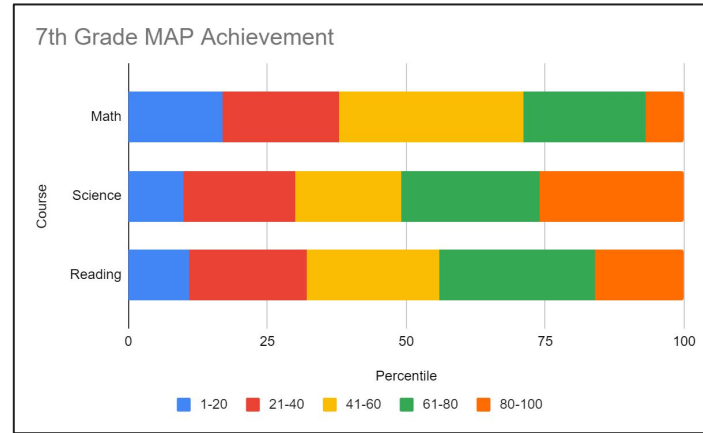
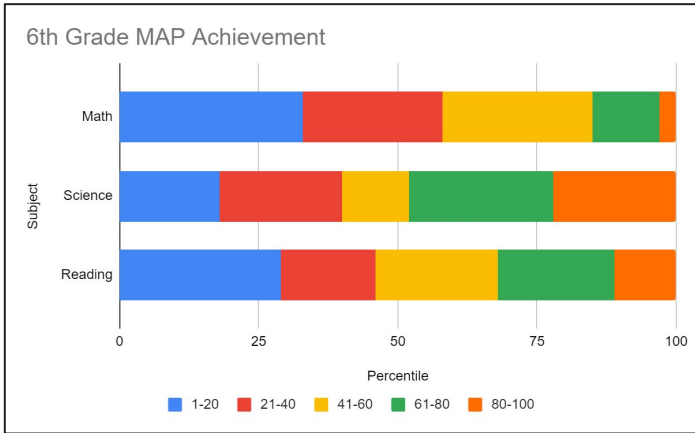


# 22-23 MAP Growth By Subject





# 22-23 MAP Growth By Grade



# MAP Achievement

Fall 2024	Subject	Grade 6	Grade 7	Grade 8
	Math	26	20	19
	Reading	23	31	43
	Science	32	51	62

Spring 2023	Subject	Grade 6	Grade 7	Grade 8
	Math	14	28	9
	Reading	31	45	38
	Science	48	51	47

Spring 2022	Subject	Grade 6	Grade 7	Grade 8
	Math	26	21	26
	Reading	36	39	46
	Science	49	44	40

# MAP Achievement Trend Data

\*% Meeting or Exceeding

# PLT work based on MAP Data

## Math:

- Growth from Spring to Fall scores in this year's 7th graders
- Math Domain: Number Concepts and Computations identified as an area of concern
- Students are pulled for Pioneer Period intervention based on targeted skill deficits and are provided with small group instruction.

## ELA:

- Informational Text Skills were an area of strength
- Vocabulary Instruction was an area of weakness
- Students are given weekly direct vocabulary instruction that is meaningful. Green and Latin roots are examined so students will have necessary skills to define unfamiliar words

## Science:

- Several students grew from Spring 2023 to Fall 2023
- Students below the RIT Score of 200 are being pulled for Pioneer Period Interventions.
- Students were told prior to the FA23 assessment that scores over 200 would not be considered for interventions. This incentive/motivation was key to students doing their best and taking the test seriously.



# Gentry Middle School Specific Data

# ELPA21

## GMS grades 6-8

32 Students Tested

	6th (12)	7th (7)	8th (13)
Emerging	1	0	0
Progressing	9	4	13
Proficient	2	3	0

# DLM

## GMS grades 6-8

2 Students Tested

	ELA	Math	Science
Emerging	1	1	
Approaching Target			1
At Target	1	1	1
Advanced			



Gentry Middle School  
Goals for FY24



- Improve reading and math skills
- Utilize Inclusion Teachers for targeted support during Pioneer Period and Encore
- Inclusion Training of Trainers
- Inclusion of Special Education teachers/staff in PLCs
- Additional Special Education staff needed to support inclusion/increase inclusive practices in all content areas
- Determine if MAP data is aligned with CFAs to ensure appropriate use of data
  - Through the work of the MCLs
- Set goal to become a Level 1 High Reliability School
- Need Math and Social Studies MCL

**Needs Assessment: Special Projects or Areas to Address**

- Data-driven intervention planning aligned to current classroom instruction
- Build Unit and Lesson plans to include built in tier II interventions as well as extensions
- ALE classroom expectations align with regular classroom instruction
- Set Grade level academic goals/celebrations
- Monitor CFAs/student data to drive instruction - Align with standards and learning goals
- Improve Inclusive Practices by training teachers
- Creation of Proficiency Scales aligned to all Essential Standards in ALL courses
- [GMS 23-24 100 Day Plan](#)

## **Plan for Improving Student Achievement**



# **Gentry High School**

# Celebrations from 22-23

## Fine Arts

- Band, Theater, and Choir received First Division Ratings in their spring assessments
- One Thespian Troupe qualified for International Thespian Festival Competition

## Scholarship

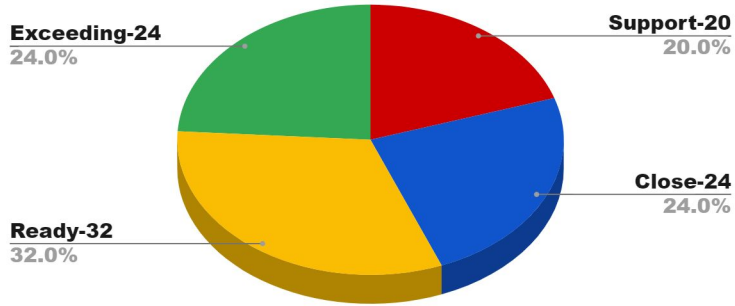
- 2 Governor's Distinguished Scholars
- \$640,000 Scholarships Awarded
- 34 Students received scholarships
- 2 students graduated with a certificate from a Technical School
- 6 students committed to the Armed Forces

## CTE

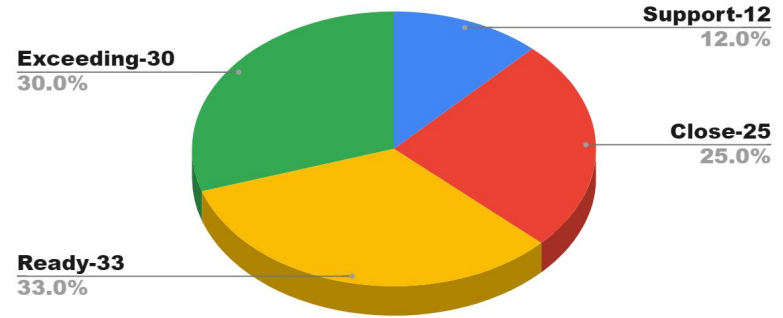
- FBLA - Kodi Starkey District Treasurer
- FFA - Meats Evaluation Team State Champions
- Emma Evans - State Meats Evaluation High Point Individual
- 4 Qualifying teams from Districts competed at State - Farm Business Management, Meats Evaluation, Food Science, Horse Evaluation
- Madison Lenda is Miss United States Agriculture - Arkansas
- Reagan Amos is Farm Bureau Outstanding Ag Student
- Gentry FFA Received National Chapter designation
- Stakeholder meeting hosted over 20 Local Businesses

# ACT Aspire Data (Literacy)

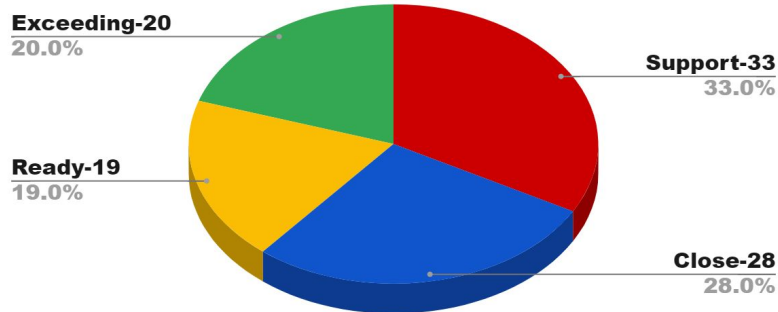
## Grade 9 English



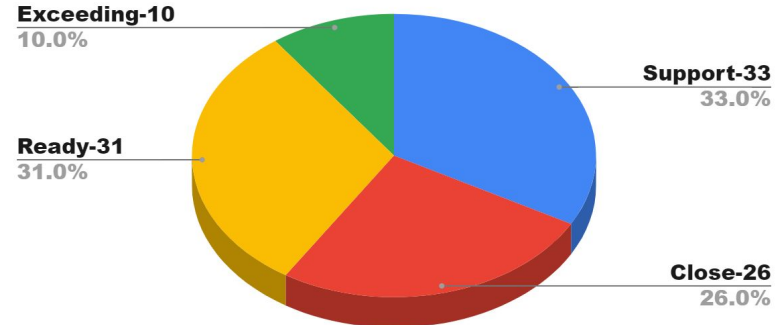
## Grade 10 English



## Grade 9 Reading

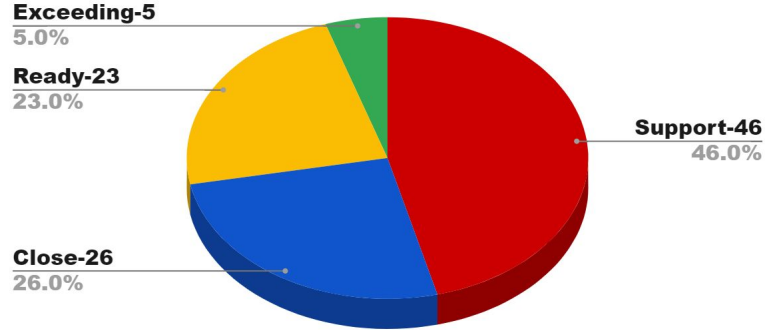


## Grade 10 Reading

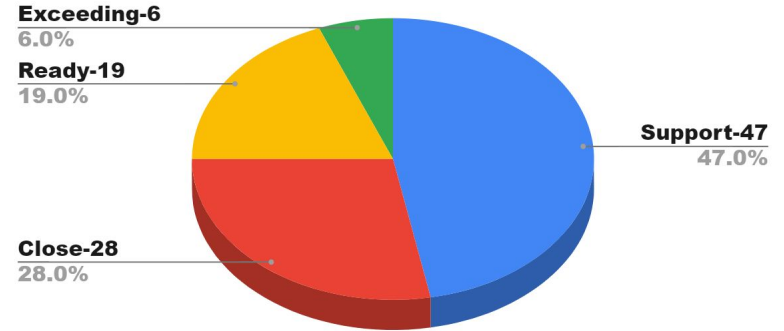


# ACT Aspire Data (Math)

## Grade 9 Math

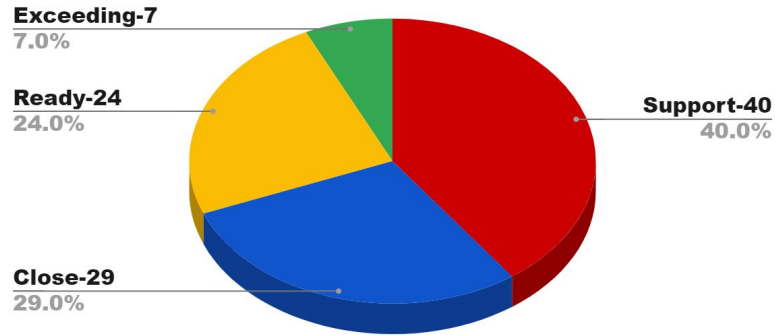


## Grade 10 Math

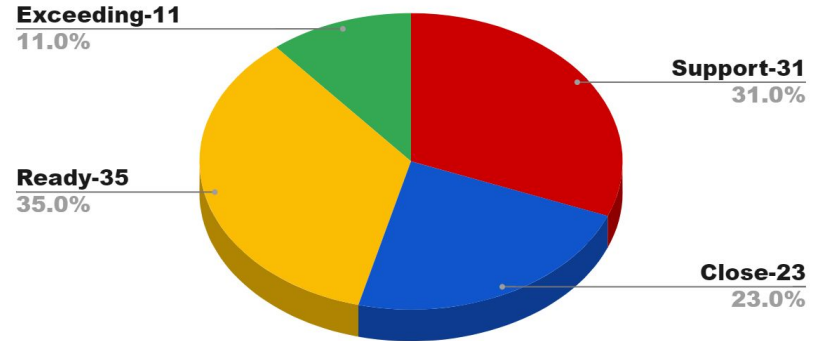


# ACT Aspire Data (Science)

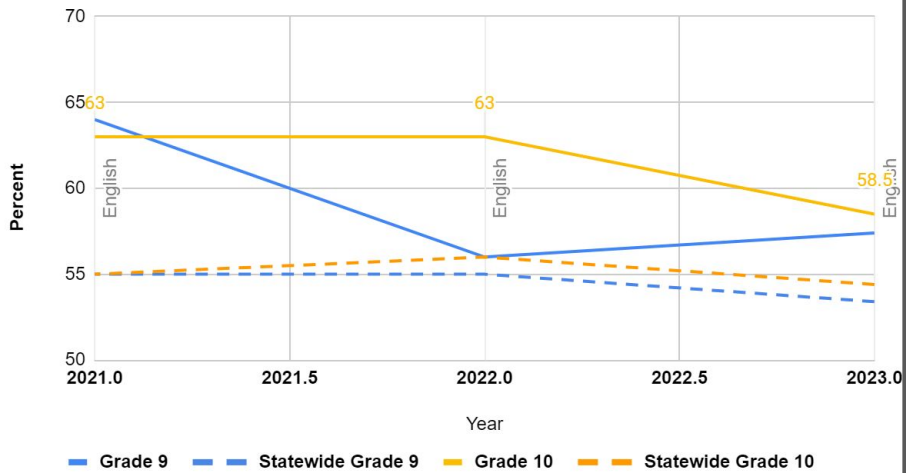
## Grade 9 Science



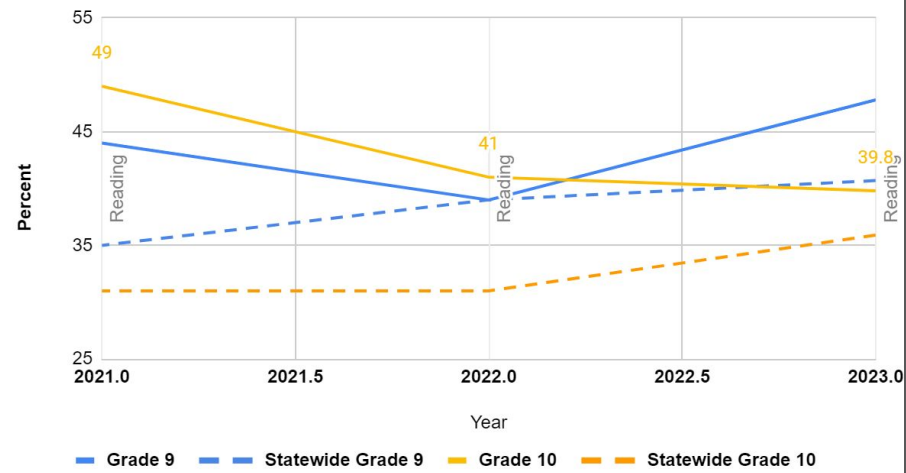
## Grade 10 Science



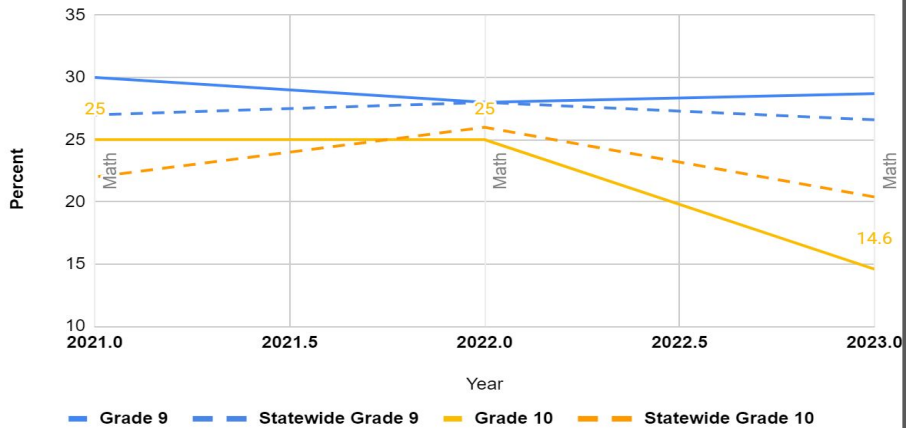
### English ACT Aspire Trend



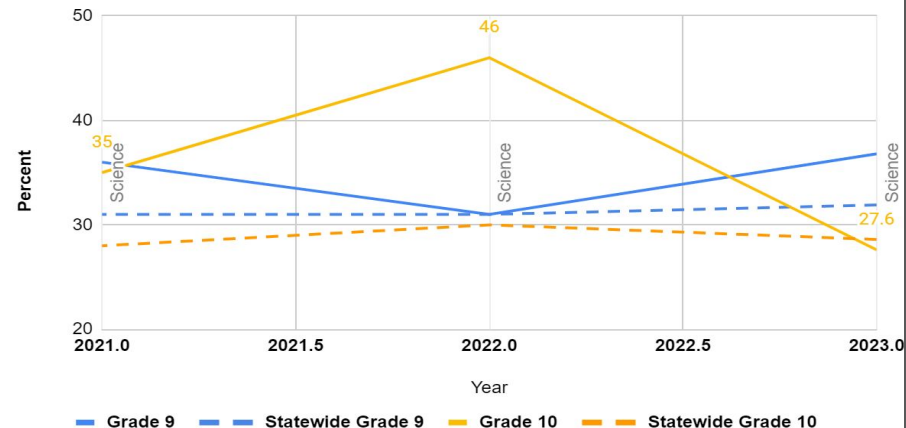
### Reading ACT Aspire Trend



### Math ACT Aspire Trend



### Science ACT Aspire Trend





**MAP Growth  
Fall to Spring**

	Norm	% Above norm	% Met Growth	% Projected Aspire Proficient	Actual Aspire Proficient	Difference
<b>9th</b>	230	55%	30%	20%	28.7%	+8.7%
<b>10th</b>	232	67%	47%	19%	14.6%	-4.4%
<b>11th</b>	234	72%	36%	No ASPIRE test for comparison		

**2022-2023**

**MATH Growth and Goals**

**Current Reality:**

- Many students are lacking grade level and foundational skills.

**Next Steps:**

- Use learning continuum report in MAP to identify areas where students need additional support in order to move them to and beyond grade level.
- Intentional data discussions in PLTs based off CFA data in improve overall achievement and form small groups for more intensive support. This will also improve instruction.
- Use proficiency scales to focus on mastery of essential targets

**MAP Growth  
Fall to Spring**

	Norm	% Above norm	% Met Growth	% Projected Aspire Proficient	Actual Aspire Proficient	Difference
<b>9th</b>	221	64%	59%	45.2%	47.8%	+2.6%
<b>10th</b>	224	52%	58%	33.6%	39.8%	+6.2%
<b>11th</b>	225	49%	33%	N/A	N/A	N/A

**Current Reality:**

- Many students are lacking grade level and foundational skills.

**2022-2023**

**READING** Growth and Goals

**Next Steps:**

- Utilize MAP Learning Continuum to identify and reteach skills individual students need to learn in order to move to grade level
- English students will focus on Reading Literature and Vocabulary; Social Studies students will focus on Reading Informational Text
- Use proficiency scales to determine if students have mastered skills or if skills need to be retaught

**MAP Growth  
Fall to Spring**

	Norm	% Above norm	% Met Growth	% Projected Aspire Proficient	Actual Aspire Proficient	Difference
<b>9th</b>	214	69%	58%	Data is not available for comparison		
<b>10th</b>	216	60%	44%			
<b>11th</b>	No Norm Available					

**Current Reality:** Several students are not meeting growth goals on MAP and/or proficiency on the summative test

# 2022-2023 SCIENCE Growth and Goals

## Next Steps:

- Utilize data wall to identify students who need extra support and to identify trends
- Incorporate proficiency scales for the NGSS science standards into lesson and assessment planning
- Revise Biology pacing based on ATLAS Blueprint
- Emphasize interactive application of standards through lab exercises

# MAP Achievement Trend Data

		Grade 9	Grade 10	Grade 11
2022-23	Algebra I	15%		
	Geometry	86%	26%	
	Algebra II		80%	20%
	Reading	47%	39%	37%
	Science	52%	44%	
2021-22	Algebra I	33%		
	Geometry	100%	36%	
	Algebra II		85%	34%
	Reading	28%	44%	54%
	Science	42%	55%	

# ACT Trend Data

Year	Composite	Math	Science	STEM	English	Reading	ELA
	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
2022-2023	20.1	18.2	20.9	19.8	19.8	21	18.8
2021-2022	19.2	17.9	20.2	19.3	18.7	19.6	20.2
2020-2021	19.8	19	20.1	19.8	19.1	20.1	20.8
2019-2020	19.5	19	20.1	19.8	18.8	19.7	19

# ELPA

SCHOOL	GRADE		Student Count *	Emerging	*	Progressing	*	Proficient	*
<b>GHS</b>	9	State	2787	24.00%		73.00%		3.00%	
		GHS	14	7.00%	1	86.00%	12	7.00%	1
	10	State	2772	20.00%		73.00%		7.00%	
		GHS	17	24.00%	4	76.00%	13	0.00%	0
	11	State	2378	15.00%		73.00%		12.00%	
		GHS	14	7.00%	1	86.00%	12	7.00%	1
	12	State	1928	12.00%		76.00%		12.00%	
		GHS	7	0.00%	0	86.00%	6	14.00%	1

# DLM - 5 Students tested

	ELA	Math	Science
Emerging	1	2	1
Approaching Target	3		2
At Target		3	1
Advanced	1	1	1

# Industry Certifications

<u>Certification</u>	<u>Number</u>
<b>CNA</b>	<b>7</b>
<b>Patient Care Tech</b>	<b>6</b>
<b>OSHA</b>	<b>60</b>
<b>Hunter's Education</b>	<b>44</b>
<b>BASF Plant Science Certification</b>	<b>13</b>
<b>Duck's Unlimited Conservation Certification</b>	<b>5</b>
<b>Microsoft Office</b>	<b>40</b>
<b>Serve Safe</b>	<b>31</b>
<b>CPR/AED</b>	<b>50</b>
<b>TOTAL CERTIFICATIONS</b>	<b>256</b>



# Career Coaching

- 26 Industry and Colleges visited GHS
- 12 Job Shadows
- 6 committed to Military
- 23 Field Trips and Industry Tours with 588 students attending
- 9 Seniors left HS with Industry employment
- 3 Seniors participated in Internships
- 5 Seniors began Apprenticeships
- 33 visits to College, Trade School, or Military
- 2 participated in Skilled Trades Training - BIT

# Where are they now?

	2 Year College	4 Year College	Trade School	Workforce	Military	No Record
2015-16 (120)	31 (26%)	32 (27%)	17 (14%)	32 (27%)	8 (6%)	0
2016-17 (100)	20 (20%)	35 (35%)	13 (13%)	23 (23%)	3 (3%)	6 (6%)
2017-18 (94)	28 (30%)	33 (35%)	10 (11%)	22 (23%)	1 (1%)	0
2018-19 (112)	28 (25%)	36 (32%)	8 (7%)	37 (33%)	3 (3%)	0
2019-20 (114)	27 (24%)	31 (27%)	8 (7%)	39 (34%)	9 (7%)	0
2020-21 (80)	18 (21%)	17 (20%)	8 (10%)	35 (33%)	2 (2%)	0
2021-22 (115)	25 (22%)	28 (24%)	7 (6%)	50 (43%)	5 (4%)	0
2022-23 (96)	24(25%)	25(26%)	5(5%)	36 (38%)	6 (6%)	

# Building-Wide Goals

- Building Culture through Collective Commitment creation
- Book study - The New Art and Science of Teaching
  - Proficiency Scales
  - Implementation of Direct Instruction strategies
- Instructional Strategy emphasis faculty meetings, newsletters
- Consistent structures (CER, Annotation)
- Intentional use of data through Data Protocols
- Inclusion - ALL Students Learn Grade-Level Skills
- Attendance - Accountability and Incentives
- Increase opportunities for students to be prepared/enrolled in post-secondary opportunities



# GENTRY ESOL DEPARTMENT

## Staff

- Megan Oaks, District ESOL MCL
- Annie Andrews, K-5 ELD Teacher
- Alexander Reyes, 6-12 ELD Teacher, Spanish Interpreter
- Maria Still, ESOL Paraprofessional, Spanish Interpreter
- Alexa Marin, ESOL Paraprofessional, Spanish Interpreter

## ELD Programs

- Imagine Language & Literacy (K-5)
  - English 3D (6-12)
  - Frames for Fluency (K-12)

## Equitable Parent Communication

- We have a growing need for effective ways to communicate with our families who speak limited-English.
- The district values family-school relationships and is addressing this need through hiring **parent liaisons and bilingual staff** to partner with families.
- We are continuing with the use of **Talking Points** to ensure equitable teacher-family and school-family communication.

# Gentry ESOL Department - Celebrating Biliteracy



## Arkansas Seal of Biliteracy

- Two additional students attained the Arkansas Seal of Biliteracy in the 22-23 school year.
- We are committed to helping more students attain this recognition of being proficient in two or more languages.

As we continue our work of supporting students in English Language Development as well as in content areas, our goal in Gentry is to celebrate and promote bilingualism! It is an amazing skill to be able to communicate in multiple languages. That is a skill that deserves to be fostered and celebrated!



[www.gentrypioneers.com](http://www.gentrypioneers.com)

**Go Pioneers!**