Gainesville Independent School District

Gainesville Junior High School

2025-2026 Campus Improvement Plan

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Mission Statement

Gainesville ISD

We ensure students and staff develop the knowledge, skills and attitudes necessary for immediate and future success, through a cooperative effort of school, home and community.

GJHS

Growing Students, Jointly Serving, Heightening Expectations, Strengthening Community

Vision

Gainesville ISD

Reaching every student every day to be learners and leaders.

GJHS

Positively Impacting Every Leopard Every Day

Value Statement

Gainesville ISD

Equity – We believe access to a world class education in Gainesville is a right for all not a privilege for a few. We will never allow race, economic status or our own systems to be barriers to the education all students deserve.

Excellence – We believe in challenging ourselves and the bar we have created for academic, social and emotional success in Gainesville. We will always raise the bar by believing that excellence is in our reach but not quite in our hands.

Diversity – We believe that a diverse student and staff population enriches the learning environment. We value the unique identity of every adult and student in GISD and will actively seek diversity in all that we do.

Innovation – We believe we are preparing students for a future we cannot predict. We must empower students with the tools, leadership and facilities to drive innovation in thought and in action.

Partnership – We believe strong partnerships are critical to achieving our vision. Partnerships provide innovative ideas and expertise that benefit our staff, students, families and community.

Safe and comfortable environment – We are committed to creating a learning environment that is safe, secure and comfortable, both physically and emotionally.

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Comprehensive Needs Assessment

Demographics

Summary

Demographics:

We have a 13:1 staff to student ratio. Data shows the lower the ratio, the better student performance.

Over time, students who are already in a special program continue to stay in that program throughout the year unless there is an absolute need to graduate them. We need more PD and assistance with meeting these student needs so that students can be exited from the programs.

The faculty and staff of GJHS continue to serve the students in each of the special programs to the best of our ability, by researching and implementing best practices that meet student individual needs.

Community in Schools, Comprehensive Counseling Program, and PBIS System are implemented to address our high rate of Economically Disadvantaged students population.

There is more emphasis placed on better dissemination between subgroups of student data.

Staff Quality:

The majority of our teachers are highly qualified for the position/content that they teach, but our goal should always be 100%. We have a wide range of experience on our campus and over half of the teachers at the Junior High have well over 5 years of experience. In comparison to prior years, the percentage of teachers that are ESL certified has increased, which should improve teaching methodologies when working with the EB population.

As a campus many of us feel valued, but within the district as a whole we do not.

Staff must be ESL certified to serve the growing population of EB students that are currently on our campus. There is an ESL para who aids in servicing the EB population while in class.

Strengths

Demographics:

We have a 13:1 staff to student ratio. Data shows the lower the ratio, the better student performance.

The majority of our teachers are highly qualified for the position/content that they teach, but our goal should always be 100%. We have a wide range of experience on our campus and over half of the teachers at the Junior High have well over 6 years of experience. In comparison to prior years, the percentage of teachers that are ESL certified has increased, which should improve teaching methodologies when working with the EB population.

Staff Quality:

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Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Teacher demographics do not reflect student demographics.	
2 ★	Parents need better communication from the campus regarding all activities.	
3 ★	The campus leadership cannot create lasting campus improvement without support from the SBDM committee.	
4 ★	Many students do not understand nor appreciate the significance of living in the United States. This also provides an informational aspect to some that may use to serve in the Armed Forces after graduating high school.	

★ = Priority

Student Learning

Summary

Student Learning

During the 23-24 school year many of our SPED and LEP teachers and paraprofessionals were needed to cover regular classrooms instead of serving their specific students.

Strengths

7th Grade - Students are showing growth primarily in ELAR and science. The honors classes made the most significant improvements and gains this year. This growth could be attributed to the drive and high expectations these students have for themselves. 8th Grade- Pre-AP English had a 100% passing in. The students in advanced placements have a general trend of higher performance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	45.79% of 7th grade students passed the 2024 Reading STAAR. 53..29% of 8th grade students passed the 2024 Reading STAAR.	
2 ★	77.78% of 8th grade students passed the 2024 Math STAAR. 44.68% of 7th grade students passed the 2024 Math STAAR.	
3 ★	Students need to be prepared to succeed in an ever increasing global, technological world.	
4 ★	With very few students choosing to read for enjoyment we want to expose students to different genres of reading so that they will choose to read on their own.	
5 ★	There is no differentiation in the instruction between on level and advanced classes.	

★ = Priority

School Processes & Programs

Summary

Curriculum, Instruction, Assessment

PLCs are preferred over Texas Lesson Study. PLCs are viewed to be more content driven with immediate feedback, whereas Texas Lesson Study is more campus/district driven with a more extended focus/challenge. PLCs allow for faster decisions and changes to be made in the classroom than Texas Lesson Study. Texas Lesson Study narrows the focus instead of allowing one to focus on what is needed on a daily basis.

School Context and Organization

The community did not vote to update the school; this might be due to the age of the voters and lack of interest. The perceptions of the school are inadequate.

Technology

Professional development throughout the year on various topics - not just programs for analysis.

Strengths

Curriculum, Instruction Assessment

Weekly PLC meetings led by the Instructional Coach and/or department chair. Data driven discussions in PLC meetings upon completion of TEKS checks and CBAs. Data is the driving force behind instruction. JH teachers use a multitude of assessment tools to inform their instructional decisions and practices.

School Context and Organization

Teachers and staff members are given the opportunity to meet with the campus principal and discuss. The campus principals have made it clear that they have an open door policy and are willing to listen to the concerns of the teachers. The campus also has committees to address our needs. Coming together to complete our CNA's at the end of the year and taking surveys to gather everyone's feedback. Possible logistic issues or classroom issues based on student grouping etc.

Technology

We are now 1:1 with student chrome books. Interactive white boards in every classroom are used daily. The majority of teachers are proficient with Google Classroom and all Google platforms. We have a robust LAN/WAN.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers need to fully understand the specific learning and teaching challenges at GJHS. In a teacher leadership model, teachers can provide the solutions for these challenges.	
2 ★	Teachers need continual professional development to provide ideas and best practices in effective lesson plan design and instructional delivery.	
3 ★	Parents struggle with assisting their students with homework.	
4 ★	Student and staff attendance needs to improve so that all students have the optimal amount of instruction time.	
5 ★	Parents need better communication from the campus regarding all activities involving student achievement.	

★ = Priority

Perceptions

Summary

School Culture and Climate

Only 38% of our students agree that they are proud of the appearance of our school inside and out. Leaving 62% dissatisfied with the appearance of our campus. For the most part, I think we can all agree that we need new facilities.

Family and Community Involvement

We continue to see a need to target our bilingual population to increase their participation in events. We see a need for more events and organizations (PTO, Parent Booster organizations for Athletics, Performing Arts, etc..) to promote parent/community involvement.

Strengths

School Culture and Climate

Discipline data for the 2022-2023 school year reflects an increase in overall student discipline referrals compared to previous years. A total of 484 student discipline referrals were submitted by the end of the 5th 6 weeks (March 31, 2023), compared to the 374 referrals reported by the same time in the 2021-2022.

Family and Community Involvement

Parents and community members attend campus and district events including games, pep rallies, performances, and meetings. Parents and community members also participate in booster organizations. Parents of semester academic award recipients are also invited to attend the ceremony. Some parents and community members attend school board meetings and serve on the GISD Parent Advisory Committee. Many parents attend informational meetings for incoming students held during the spring semester and a Title I parent meeting held in the fall semester. We have an active Parent Teacher Organization (PTO)

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Some students have an attitude that failing is acceptable and a part of their school experience. At GJHS we will emlinate this attitude and foster a learning community where all students succeed.	
2 ★	GJHS has a high turn over of new teachers each school year. This lack of consistency is impacting student learning and progress.	
3 ★	Teachers have reported that they do not understand the role of the ILT and the purpose of the ILT meetings. They think it is secretive and only for a select few teachers.	
4 ★	Parents do not understand the Title I program and the benefits it provides for students and the school as a whole.	
5 ★	Parents/guardians do not often visit GJH or with the Campus Principal, unless there is a problem with their student.	

6 ★

Parents do not fully understand what their student experiences daily. Most parents have not been in a school during the regular school day since graduating high school.

7 ★

The transition to High School causes stress and concern for many 8th grade students.

8 ★

Students and parents do not have an understanding of the purpose of Graduation Plans.

9 ★

The transition to Junior High School causes stress and concern for many 6th grade students.

10 ★

Students are not aware of the opportunities for education and career following high school.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	45.79% of 7th grade students passed the 2024 Reading STAAR. 53..29% of 8th grade students passed the 2024 Reading STAAR.	
2 ★	With very few students choosing to read for enjoyment we want to expose students to different genres of reading so that they will choose to read on their own.	
3 ★	Teachers need continual professional development to provide ideas and best practices in effective lesson plan design and instructional delivery.	
4 ★	Student and staff attendance needs to improve so that all students have the optimal amount of instruction time.	
5 ★	Parents need better communication from the campus regarding all activities involving student achievement.	
6 ★	Teacher demographics do not reflect student demographics.	

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Parents need better communication from the campus regarding all activities.

8

The campus leadership cannot create lasting campus improvement without support from the SBDM committee.

9

Many students do not understand nor appreciate the significance of living in the United States. This also provides an informational aspect to some that may use to serve in the Armed Forces after graduating high school.

10

77.78% of 8th grade students passed the 2024 Math STAAR. 44.68% of 7th grade students passed the 2024 Math STAAR.

11

Students need to be prepared to succeed in an ever increasing global, technological world.

12

There is no differentiation in the instruction between on level and advanced classes.

13 ★

Teachers need to fully understand the specific learning and teaching challenges at GJHS. In a teacher leadership model, teachers can provide the solutions for these challenges.

14 ★

Parents struggle with assisting their students with homework.

15 ★

Some students have an attitude that failing is acceptable and a part of their school experience. At GJHS we will emlinate this attitude and foster a learning community where all students succeed.

16 ★

GJHS has a high turn over of new teachers each school year. This lack of consistency is impacting student learning and progress.

17 ★

Teachers have reported that they do not understand the role of the ILT and the purpose of the ILT meetings. They think it is secretive and only for a select few teachers.

18 ★

Parents do not understand the Title I program and the benefits it provides for students and the school as a whole.

19 ★

Parents/guardians do not often visit GJH or with the Campus Principal, unless there is a problem with their student.

20 ★

Parents do not fully understand what their student experiences daily. Most parents have not been in a school during the regular school day since graduating high school.

21 ★

The transition to High School causes stress and concern for many 8th grade students.

22 ★

Students and parents do not have an understanding of the purpose of Graduation Plans.

23 ★

The transition to Junior High School causes stress and concern for many 6th grade students.

24 ★

Students are not aware of the opportunities for education and career following high school.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1

In GISD, academics are about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 1 ☑ High Priority

PreK-12 Grade Literacy - GJHS will place an emphasis on literacy across all grade levels and content areas to help ensure that at least 70% of students are reading on or above grade level.

Evaluation Data Source: 3-8 STAAR reading; passing level, English EOC 1. NWEA Map data, and RTI data.

Strategy 1

Implement Read 180 and System 44 for 7th & 8th grade students who have a significantly below grade level reading lexile.

Strategy's Expected Result/Impact: An increase in the percentage of students achieving "approaches" on the 2024 Reading STAAR.

Staff Responsible for Monitoring: Admin Team, Reading Interventionist

TEA Priorities: Build a foundation of reading and math

Formative Reviews



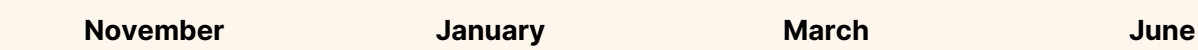
Strategy 2

All classroom teachers will select and read a grade appropriate novel to their students weekly during Advisory period.

Strategy's Expected Result/Impact: Students will be exposed to many different novels over the school year that will provide them experiences with different genres, characters and vocabulary.

Staff Responsible for Monitoring: Admin team, Teachers, Counselors

Formative Reviews



Performance Objective 2 ☑ High Priority

By May 2026, 100% of students requiring additional support will be served under RTI program with monitor progress.

Evaluation Data Source: STAAR data, Response to Intervention data; Beginning/Middle/End of year district universal screener data (NWEA Map).

Strategy 1

7th and 8th grade students that struggle with reading will attend before or after school tutorials.

Strategy's Expected Result/Impact: An increase in the percentage of students achieving "approaches" on the 2022 Reading STAAR.

Staff Responsible for Monitoring: Principal, Teachers

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 2

Any student with a grade average below 75 will be assigned to attend tutorials.

Strategy's Expected Result/Impact: A decrease in the number of students failing classes each six weeks.

Staff Responsible for Monitoring: Principal, Teachers, Counselors

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Performance Objective 3 ☑ High Priority

GJHS will increase student performance for each STAAR/EOC assessment by 7% placing an emphasis on students reaching the Masters Grade Level Distinction.

Evaluation Data Source: STAAR (3-8) and End of Course Exams (Eng. 1, Algebra 1)

Strategy 1

We will utilize "Achieve 3000" Math lessons two times per week in 7th and 8th grade reading classes with all students that did not score approaches on the 2021 Math STAAR.

Strategy's Expected Result/Impact: An increase in the percentage of students achieving "approaches" on the 2022 Reading STAAR.

Staff Responsible for Monitoring: Principal, Teachers, Instructional Coach

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 2

We will utilize "Achieve 3000" Reading lessons one time per week in 7th and 8th grade History classes and one time per week in 7th & 8th grade Science classes with all students that did not score approaches on the 2021 Reading STAAR.

Strategy's Expected Result/Impact: An increase in the percentage of students achieving "approaches" on the 2022 Math STAAR.

Staff Responsible for Monitoring: Principal, Teachers, Instructional Coach

Formative Reviews

November	January	March	June
No Progress	No Progress		

Performance Objective 4 ☑ High Priority

GJHS will support the social and emotional well-being and safety for all learners to remove barriers to academic and educational success.

Evaluation Data Source: Character Strong Curriculum, Boys to Men Sports Curriculum, and girls athletic SEL program, and student goal setting.

Strategy 1

Students will recieve 30 mins weekly on SEL curriculum set forth by the district.

Strategy's Expected Result/Impact: Students will meet the state SEL requirement

Staff Responsible for Monitoring: Principal, Teachers, Instructional Coach, Counselor

Formative Reviews

November	January	March	June
No Progress	Some Progress		

Goal 2

Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 1

By May 2026, 100% GJHS teaching staff will have spent one year implementing PLC best practices, as demonstrated by the creation of campus level commitments, team norms, and artifacts demonstrating a focus on the four critical questions.

Evaluation Data Source: District/Campus professional learning plans; Eduphoria; PLC data

Strategy 1

Instructional Coach will lead teachers through STEP process to develop Challenge and Aim Statements as part of the E3 Grant

Strategy's Expected Result/Impact: Identification of a problem of instructional practice with a variety of solutions to mitigate the problem.

Staff Responsible for Monitoring: Principal, Instructional Coach, District E3 Coordinator, STEP Teachers

Formative Reviews

November	January	March	June
No Progress	No Progress		

Strategy 2

Professional development on lesson design and instructional delivery

Strategy's Expected Result/Impact: More effective teaching and lesson plan delivery with an increase in student participation and student success.

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional Coach

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 3

Instructional focus on differentiating advanced classes (Honor and Pre-AP) and on level classes.

Strategy's Expected Result/Impact: Increase in advanced scores on all assessments.

Staff Responsible for Monitoring: Principal, Instructional Coach, Honors and Pre-AP Teachers

Formative Reviews

November	January	March	June
No Progress	Some Progress		

Performance Objective 2

GJHS will improve ongoing support for first year teacher in GISD with a goal of 90% or higher satisfaction rate on end-of -year survey.

Evaluation Data Source: Ongoing survey feedback from first-year teachers, mentors, and campus administrators; Retention rate of 1st year teachers.

Strategy 1

Campus New Teacher Academy with monthly meetings to provide targeted, campus-specific support. The campus leadership, new teacher mentors, instructional coach and campus counselors will provide support/PD during these meetings.

Strategy's Expected Result/Impact: New teachers indicating an increase in on-going support via survey. 95% retention of new teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors, Mentor teachers

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Goal 3

Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 1

Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 25% of the total parent population will participate in school activities throughout the year.

Evaluation Data Source: Title I documents from program activities, parental surveys, SBDM documents.

Strategy 1

Conduct workshops for parents of Title I students at flexible times on various dates in order to provide them with strategies to help them support their students at home and improve Title I students' academic achievement.

Strategy's Expected Result/Impact: Increase STAAR passing from 57% to 61%.

Staff Responsible for Monitoring: Principal, Counselors

Formative Reviews

November	January	March	June
Some Progress	No Progress		

Strategy 2

Conduct Title I informational meetings for parents so that they may better understand the Title I program and how it benefits students.

Strategy's Expected Result/Impact: Parents will better understand the Title I program.

Staff Responsible for Monitoring: Principal, Counselors, Teachers

Formative Reviews

November	January	March	June
Some Progress	Some Progress		

Strategy 3

"Coffee with Kelly" The campus Principal will host a breakfast for parents/guardians twice a year. This will allow parents the opportunity to visit the school and speak with the Principal about any topic.

Strategy's Expected Result/Impact: Parents will be viewed as a partner with the school for the success of their student. A more open and inviting campus.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June
No Progress	No Progress		

Strategy 4

"Take Your Parent to School Day" The Campus Principal will organize and host a day in November for parents/guardians to attend school with their students.

Strategy's Expected Result/Impact: Parents will better understand what their students experience every day as a student at GJHS. Parents will participate in Reading, Math, Social Studies and Science lesson and learning activities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselors

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 2

Foster 100% of district and campus quality communication between home, school and community.

Evaluation Data Source: Title I documents, End of Year program review; data from community events and surveys, district/campus call out reports, GJHS Newsletter, SchoolStatus messaging.

Strategy 1

Use Smore and Blackboard to provide a weekly newsletter to parents.

Strategy's Expected Result/Impact: Parents will have better communication regarding the daily goings on at GJHS, as well as, all extra curricular activities.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 2

Create and implement PTO led by parents.

Strategy's Expected Result/Impact: Increase in parental involvement.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 3

Teachers will communicate regularly with parents through SchoolStatus.

Strategy's Expected Result/Impact: Increase parent communication.

Staff Responsible for Monitoring: Principal, Teachers

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Goal 4

We acknowledge that access to opportunities and success is not - and has not been - the same for all stakeholders and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 1

By May 2026, all students will have the opportunity to participate in transition activities to promote a positive a variety of careers and connections between schools.

Evaluation Data Source: Data Sources: Documentation of transition activities.

Strategy 1

In the Spring, 8th grade students will visit GHS.

Strategy's Expected Result/Impact: Prepare students to transition to High School.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 2

Counselors will host a student career day in the spring to promote the importance of maintaining good grades, school attendance, and goal setting for the future.

Strategy's Expected Result/Impact: Students and Parents play a vital role in the development of graduation plans.

Staff Responsible for Monitoring: Principal, Counselors

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 3

Incoming 7th grade students will participate in LEAP Camp - Learn Everything About the People, Places & Procedures. This is an activity focused around incoming 7th grade students being prepared to make a successful transition from the Intermediate campus to the Junior High campus.

Strategy's Expected Result/Impact: Prepare students to transition to Junior High School.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 4

8th grade students will participate in the Cooke County Career Fair hosted by North Central Texas College. This fair will expose students to a variety of different careers, in an effort to prepare them for creating their Personal Graduation Plan in Spring of 8th grade as they transition to high school.

Strategy's Expected Result/Impact: Prepare students to transition to High School and post secondary education and careers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 2

Develop a budget that reflects equitable distribution of resources to campuses.

Evaluation Data Source: Documentation of per student allocations for each campus in local, state and federal funds

Strategy 1

Analyze current budge needs of the campus and formulate a budget plan that will help with the success of the students.

Strategy's Expected Result/Impact: This will help the school run in an efficient manner so that students can be successful.

Staff Responsible for Monitoring: Principal, Secretary, Business Office

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

Performance Objective 3

Maintain equitable, efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state and federal requirements.

Evaluation Data Source: Local, State and Federal requirements

Strategy 1

All funds will be analyzed to make sure they are coming out of the appropriate account and fund.

Strategy's Expected Result/Impact: This will result in a healthy budget where students and staff financial needs are met for better student success.

Staff Responsible for Monitoring: Principal, Teacher, Secretary

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress		

State Compensatory Education

State Compensatory

Budget for Gainesville Junior High School

Total SCE Funds: $284,143.98

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

$64,870.08 - support salaries for AVID- supplemental At-Risk student support $167,273.90 - SEL supplemental counselor support sala $45,000 - Communities in Schools contracted services $6,000.00- Other contracted services (PD coming to your campus) $1,000 - supplies