



**Gentry Academy WBWF and Strategic Plan  
2023-2024**

## **Mission**

### ***Building Tomorrow's Leaders!***

At the core of Gentry Academy's ability to build great leaders is the philosophy that true leadership does not come from a single characteristic but rather a collection of traits, values, and skills that work together. It is Gentry Academy's mission to strive to bring together this collection of traits, values, and skills on a daily basis so as to help the students achieve their best possible selves.

## **Vision**

Gentry Academy's vision to "Build Tomorrow's Leaders" creates the foundation that all learning and development are built upon. Through its high-quality Leadership and Life Skills Program students are guided to discover, recognize and embrace their own unique skills set, passions, and opportunities for personal growth that set them up for success in life. Students are presented with a powerful opportunity to learn in a traditional classroom setting that is integrated with the highest-caliber leadership and W.I.N. (What I Need) Time curriculum. Each student deserves not only the best opportunities to learn and grow but also should enjoy the advantage of being surrounded by innovative and passionate peers who will simultaneously challenge and support them.

## **Authorizer**

Innovative Quality Schools  
PO BOX 580  
Hutchinson, MN 55350  
Laurie Schroder, Executive Director

IQS is a leader in authorizing innovative Minnesota Charter Schools  
They have been authorizing schools since 2010 and have over 35 schools.

## **Enrollment**

Gentry's enrollment numbers fall of 23-24 school year are as follows:

5th grade:	48
6th grade:	48
7th grade:	50
8th grade:	48
9th grade:	40
10th grade:	33
11th grade:	30
12th grade:	31
Total:	328

## **Introduction**

A WBWF strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals. The Minnesota Department of Education (MDE) recommends that districts and charter schools develop goals that are specific, measurable, attainable, realistic and timely (SMART).

Gentry Academy creates its own plan to prepare all students for school and align a standards-based curriculum with classroom instruction, so that students are career- and college-ready at graduation. The success of the plan each year can be measured locally using, among other possible data sources:

- State or local assessments. ( NWEA MAP test and/or Minnesota Comprehensive Assessment)
- Graduation rates.
- College entrance exams. (ACT and/or SAT)
- Postsecondary outcomes, including employment.

## **Closing Achievement Gaps**

**Goal:** Annually, the percent of Gentry Academy students who are proficient on the MCA and/or NWEA MAP tests will be at or above the proficiency level of the state average.

A wide variety of data points are used to evaluate student academic growth and socioemotional development allowing teachers to recognize student strengths and weaknesses, monitor student learning and progress, and plan and deliver instruction. As assessment data is evaluated, effective and ineffective instructional practices will be identified in order to implement school-wide to ensure broad-range usage, create improvement and drive quality in instruction.

Gentry Academy will also work with our authorizer, IQS, to monitor contract performance goals to ensure progress towards meeting these outcomes.

At the core of Gentry Academy's mission of "Building Tomorrow's Leaders" is accountability. This dictum rests on a multi-level collaborative assessment process involving school leadership, the board, teacher collaboration, and the student. This ongoing push towards success, embraced by all facets of the Gentry Academy community, results in a high-performance culture driven by students who are peers that challenge and support each other.

The process to evaluate whether these goals are being met will be monitored by our Education Director from standardized test results. If goals are not met, instruction and curriculum will be reevaluated. Individual students who do not meet this goal will have interventions put into place which includes placement changes needed to ensure academic needs are being met.

## **College and Career Readiness**

**Goal:** Gentry Academy will implement curriculum supports and interventions in English, Math, Science and Social Studies and work towards a composite score of 19 on the 2023-2024 administration of the ACT test.

Gentry Academy promotes college and career readiness, as well as ensuring all students will graduate from high school, by creating a culture of success and instilling an innate drive for achievement not typically found in other middle and high school environments. The basis for this philosophy can be explained through the research of Dr. Dan Kindlon, author of *Too Much of a Good Thing – Raising Children of Character in an Indulgent Age*, who describes the challenges faced by today's youth and the hover culture that prevents them from attaining their true potential. When children are protected from stressful experiences, prevented from failing, and led to believe they are not in control of their lives, their self-worth and confidence suffer resulting in young adults being ill-prepared for the challenges of society and life beyond high school.

As a result, the expectations for achieving the WBWF goals of **“All students are ready for career and college,”** as well as **“All students graduate from high school”** are intrinsically connected. Through engagement with families, community members, educators, and other important stakeholders, these achievable goals are possible and become a shared priority reflected through the mutual vision of success and commitment in these groups. This wide array of support is designed to assist in, and celebrate, the progress of the student who is the ultimate owner of their educational experience. With ownership comes pride and with that comes hard work.

The process to evaluate whether the college and career readiness goals are being met will be monitored by the School Counselor. Tests scores will be analyzed but the school counselor will then make recommendations on instruction and core curriculum changes to address areas of need.

## **Graduation Rate**

**Goal:** The goal is measured annually and shall be achieved in year one as a charter school, with a graduation rate of 90%. Gentry Academy shall also measure all student progress toward graduation as measured by grade level proficiency starting in its first year.

Gentry Academy graduation rates will exceed graduation rates as established by the state and Every Student Succeeds Act (ESSA). While quantitative evaluation and assessment are essential to identifying the future success of a student, the mentality of the student is also a key focus of the Gentry Academy philosophy. The development of key traits that inform future success is set in the foundations of ownership, leadership, and growth mindset.

The process to evaluate whether our graduation rate is being met is monitored by Gentry's school counselor. The school counselor uses Power school to monitor academic progress. The Counselor also holds weekly meetings with staff to track student academic concerns. If there are concerns regarding academic progress for specific students, the counselor meets with the student as well as contact

parent/guardian. This ensures that the student and family are aware of progress and academic concerns. The school counselor also facilitates any credit recovery that may need to be done over the summer.

**System to Review Effectiveness of Instruction and Curriculum and Review Cycle**

Curriculum review is an opportunity for education professionals to dedicate time to learning more about instruction as it relates to a particular content area, spend time analyzing data to determine areas of strength and opportunities for growth, and to examine resources to see if there are materials that better support instruction that is currently in place. The process for continual curriculum review engages professionals from all levels in each of its learning communities in a collaborative effort to evaluate, revise and redefine curriculum and instruction. This plan proposes to use curriculum design and evaluation as well as a plan of delivery that guides instructional pedagogy, choice of materials, and assessment. The curriculum will be reviewed through a continuous cycle overseen by our Curriculum Leaders, Leadership Director, and Education Director.

Phase	Steps Included	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Study & Preparation (Year 1)	Establish intent, charge, and team membership Review and evaluate data collected in the previous cycle Conduct, review a needs assessment Review current best practices Establish / refine content philosophy statement <u>Investigate available teaching tools</u>	5-12 English Language Arts	5-12 Math	5-12 Social Studies	5-12 Science	5-12 PE & Health	5-12 Leadership, WBWF & CTE	9-12 Spanish
Program Design (Year 2)	Develop a curriculum, instruction, and assessment map aligned to state/national standards Select instruction and assessment materials Evaluation Plan Share plan and selected materials with school board and WBWF	9-12 Spanish	5-12 English Language Arts	5-12 Math	5-12 Social Studies	5-12 Science	5-12 PE & Health	5-12 Leadership, WBWF & CTE
Implementation (Year 3)	Provide training and in-service for staff Implement curriculum Monitor implementation Evaluation	5-12 Leadership, WBWF & CTE	9-12 Spanish	5-12 English Language Arts	5-12 Math	5-12 Social Studies	5-12 Science	5-12 PE & Health
Refine & Sustain (Years 4- 7)	Collect data as determined Revise curriculum maps (Adjustments made as necessary but no major changes are made in curriculum)	5-12 PE & Health	5-12 Leadership, WBWF & CTE	9-12 Spanish	5-12 English Language Arts	5-12 Math	5-12 Social Studies	5-12 Science

**System to Provide Student Access to Effective Teachers Who Reflect the Diversity of Enrolled Students**

The first step in providing students access to effective teachers who reflect the Diversity of Enrolled Students includes defining what diversity means within the Gentry community. This involves asking the community to participate and identify the student population. Parents fill out documents to ensure pertinent data is included. This data includes racial, ethnic, socioeconomic status, students with disabilities as well as students who are English Language Learners. Data is compiled and then analyzed. Diversity strategies are developed and a plan implemented that will include student diversity benchmarks. The Education Director and the School Counselor will oversee the implementation of the plan and will include community stakeholders to ensure the diversity planning and implementation

process meet the needs of the students as well as allow access to effective teachers who reflect the diversity of the community. This will be monitored on a yearly basis as student demographics can change yearly.

**Annual Budget for Implementing the WBWF Strategic Plan**

NWEA/MAP for grades 5-8	<b>\$2112.50</b>
<b>IXL</b>	<b>\$1000.00</b>
PreACT test for 9th and 10th \$17.00 per student	<b>\$1071.00</b>
ACT 11th grade 17 per student	<b>\$ 561.00</b>
<b>Total:</b>	<b>\$4744.50</b>