



**Plano Independent School District
Campus Improvement Plan**

Gulledge Elementary School

6801 Preston Meadow Drive

Plano, TX 75024

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

We believe that every child deserves a safe haven where love, hope, and trusting relationships support family engagement and high levels of academic excellence.

Campus Information

Administration Team

Principal, Deni Bleggi

Assistant Principal, Patricia Hempstead

About Us

Gulledge Elementary opened its doors to families in 1994. We continue to evolve to meet the needs of our community.

Joe H. Gulledge was born in Chesterfield County, South Carolina, on November 25, 1857. Having lost everything in the Civil War, his family moved to Texas and settled in Lewisville. J.H. Gulledge began his career in the mercantile business with Adison E. Graham, before beginning a partnership and moving to Plano in 1882 when they opened the A. Graham and Company Store.

By 1884 -1885, the store became known as Graham and Gulledge and was located one door west of the southwest corner of Main (currently Avenue K) and Mechanic Street (currently 15th Street). There the store remained, though the fire of 1895 burned much of the business district. After the fire, Graham and Gulledge dissolved their partnership, and Gulledge went into business for himself, establishing the J.H. Gulledge store downtown. In the rebuilt store, the business flourished and became one of the biggest dry goods establishments in Collin County.

J.H. Gulledge remained a leading merchant of Plano until 1918 when he sold his business to Thompson and Hudson. From 1921 until 1931, he was president of the Plano National Bank, retiring when the Plano National and Farmers National Banks merged on January 1, 1931. He was a member of the Masonic Grand Lodge of Texas No. 768 and a member of the Plano Fishing Club.

In 1888, he married Linna Orvilla Barnett, daughter of George W. and Leitia Forman Barnett. They had four children: Vivian, born July 21, 1889, was a teacher whose career was spent at Hockaday School in Dallas. Aline, born June 1891, married I.D. Newsome of McKinney. They had one child Vivian Rhea Newsome, who passed away on August 2, 2001 at the age of 95. Joe Harold, born December 1894, died as a result of typhoid fever epidemic in Plano in 1913. George Davis, born July 13, 1897, died in 1899.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals -

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Anna Dinucci	Faculty Member	2017-2018	X	X	X
Regi Smith	Faculty Member	2018-2019	X		
Alison Clements	Faculty Member	2018-2019	X	X	X
Buffy Bynum	Faculty Member	2018-2019	X	X	X
Aromi Knox	Faculty Member	2018-2019	X		X
Amra Sayed	Faculty Member, Special Ed	2018-2019	X	X	
Deni Bleggi	Principal	2011-2012	X	X	X
Dr. Rachel Beachy	District Professional	2018-2019	X	X	
Patricia Hempstead	Campus Professional, Non-teaching	2016-2017	X	X	X
Mamie Blasik	Support Staff Member	2018-2019	X	X	X
Erin Sears	Parent-Selected by PTA	2017-2018	X		
Sandra Cooper	Parent-Selected by Principal	2018-2019	X	X	X
Jason Choe	Parent	2018-2019	X	X	X
Shermin Yusuf	Parent	2018-2019			
Jyothi Bairineni	Parent	2018-2019			
Cassidy Kahl	Parent	2018-2019			
Gene Bynum	Community Member	2018-2019	X	X	X
Doug Kent	Community Member	2018-2019	X	X	X
Mischele McIntyre	Business Representative	2017-2018			
Scott Nichols	Business Representative	2018-2019			
Lisa Beyer	Faculty Member	2018-2019	X	X	X

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Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ashlie Hall	Faculty Member	2018-2019	X	X	X
Christy Slagle	Faculty Member	2018-2019	X	X	X
Denise Goodwyn	Faculty Member	2016-2019	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Enlarging enrollment and diversity.	Providing equity to each child.	
Student Achievement			
School Culture and Climate	Respectful and trusting relationships between home and school.		
Staff Quality/ Professional Development			
Curriculum, Instruction, Assessment			
Family and Community Involvement	Family onboarding, professional development about community collaboration and SEL practices in place. Building relationships with each family to impact student learning and achievement.	Sustaining our year-one family engagement design plan. Connecting families to the teaching and learning goals of our students.	Operating with adequate resources and infrastructure support to sustain current efforts. the resources are the human capital of stakeholder's engaging in our programs.
School Context and Organization			
Technology			

Critical Action #1

<p>Problem Statement</p>	<p>At the campus there are inconsistent and varied uses of instructional strategies in reading impacting student performance.</p> <p>Student data approaching grade level 2017-18:</p> <ul style="list-style-type: none"> • 3rd Math SpED campus 33%/district 56% • 3rd Reading ESL campus 13%/district 25% • 4th Math and Reading ESL Monitored year-two campus 83%/district 92% • 4th Writing ESL Monitored year-two campus 83%/district 88% • 4th Writing SpED reporting Category 3 campus 47%/district 54% <p>Student data meeting grade level 2017-2018:</p> <ul style="list-style-type: none"> • 5th Reading ESL campus 15%/district 26% • 5th Econ Dis campus 11%/district 27%
<p>Root Cause and Strategy</p>	<p>a) We will address the responsiveness to student needs by ensuring that there are structures in place to support academic learning.</p> <p>b) We will address the need for effective data analysis by ensuring there is adequate structures including training for appropriate assessment and instructional responses.</p> <p>c) We will address the responsiveness to student needs by ensuring that there are structures in place to support social and emotional learning.</p>
<p>Goal</p>	<p>Our campus will improve all student performance across all subjects in meets and masters on state assessments.</p>
<p>Project Lead</p>	<p>Campus Administrators, Campus Team Leaders, District Content Coordinators</p>
<p>Staff, Title I Staff</p>	<p>Grade Level teachers, Special Education Teachers, Counselors, Instructional Support Staff</p>
<p>Materials and Resources</p>	<p>District curriculum, Edugence data, Eduphoria, Student Learning Objectives, Teacher Professional Goals, Summative and Formative assessments</p>

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Preteach background knowledge and experiences for ELL students				Prior to each lesson/unit	Differentiated instruction Lesson plans Slides, interactive notebooks, intentional anchor charts, using immigrant funds to provide extra ELL support for intermediate/advance ELL students	Increasing the reading typical growth score. Grasped concepts during lessons.		Significant Progress	Significant Progress	
Staff will disaggregate assessment data including: MAP, IRI, PES, CogAT, STAAR, data to differentiate				Professional Development Meeting with J. Ruth and grade level teams 8/21/18 MOY/EOY MAP Extended Planning and 1/7/19 Professional Development	PES Training Differentiated instruction Data dig notecard progress, reviewing student data after MOY MAP testing adjusting fluid grouping based on student data, using extended plannings to review student data and ideas on how to improve students in certain areas	Increasing the number of students moving from Quintile 3 and up.		On Track to Make Progress	On Track to Make Progress	
Academic language and visual supports will be used with ELL and students in Special Education.				Daily	Anchor Charts Student notebooks Sentence Stems Google Classroom tasks	Students use of vocabulary in academic writing.		Significant Progress	Significant Progress	
First 5 Days SEL in August and in January				Aug. 13-17 Jan. 8-11	Lesson Plans	Students empowered to own their learning and develop tools and networks to		Significant Progress	Significant Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
						use throughout the school year.				
Positive Behavior Support Processes including: Morning Meetings, weekly assemblies, grade level town hall meetings, and restorative circles				Daily	Professional Development SEL campus alignment team Anchor charts Discussion prompts Assembly Prezi Routines and Procedures Behavior Reflection Forms Behavior RTI CMIT Behavior Reports	Building a collaborative and safe classroom school environment.		Significant Progress	Significant Progress	
Family Engagement as Academic Parent and Teacher Teams (APTT)				9/7/18 and monthly	Conference logs	Each family equipped with the tools they need to navigate and support their child through the educational journey at Gulledge, February we will be inviting new families to come learn more about Gulledge		Some Progress	Some Progress	
Provide professional development including RtI, assessment, planning protocols, and books to learn about instruction based on student need				Monthly	Book study agenda Assessment Department training 9/18 Protocol 10/12 RtI 11/27	School-wide community dialogue on diverse educational issues that impact student achievement		Some Progress	On Track to Make Progress	
Implementation of What I Need (WIN) 30 minute daily time allotment for intervention or enrichment				Daily	Lesson Plans Intervention/Enrichment documentation	Adequate growth and progress in reading and math		Significant Progress	On Track to Make Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Formative Assessment					IRI, fluid reading and math groups, TEKS based quick checks where we populate student data and fluidly group students based on student responses, plan formative assessments during extended plannings and lesson plans, intervention during WIN, math workshop, and reading workshops	Constantly checking if students are learning based on student data		Significant Progress	Significant Progress	
Claims, Evidence, Reasoning (CER)					Students apply their knowledge when completing CER's in class. They are applying what they have previously done and using their knowledge to making a claim, provide evidence, and reasoning's based on their background knowledge of their content.			On Track to Make Progress	On Track to Make Progress	
Anchor Charts					Many teachers use anchor charts that students can reference regularly. Teachers create anchor charts with students so they are relevant and clarify vocabulary.			Significant Progress	Significant Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Book Club					Fourth grade teachers meet with students weekly during lunch to discuss a book that the class has chosen to read. Students are engaged and excited for the weekly lunches, many come with questions, and talking points.			Significant Progress	On Track to Make Progress	

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	a) We will address the need for effective data analysis by ensuring there is adequate structures including training for appropriate assessment and instructional responses. b) We will address the need for effective planning by ensuring there are adequate structures and systems in place to implement planning and instruction with fidelity. c) We will address the need for effective systematic training by ensuring there are structures in place to support teacher learning and development.
Goal	Our campus will transform the PLC process so that all students learn through effective planning and research based quality instruction.
Project Lead	Campus Administrators, Campus Leadership Team, PISD Curriculum Department
Staff, Title I Staff	All grade level teachers and Special Education teachers, Instructional Support Staff
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
District and instructional team members will provide staff training on district planning protocols.				8/3/18 9/12/18 1/7/19	Schedule of meetings Agenda	Increased use of assessment tools and processes which monitor student achievement and enhanced design of instructional activities that promote high levels of student achievement. Planning protocol at CIP 19-20 planning.		Significant Progress	On Track to Make Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Extended time will be provided for teams to implement the planning protocols for unit instructional planning.				Extended team planning times occurring 2-3 times a year.	Schedule of extended team planing meetings Lesson plans	High quality initial instruction that ensures all students the opportunity to learn the content comprehensively and confidently during the first round of instruction.		Significant Progress	On Track to Make Progress	
Grade level , SPED, Specials teams and the Instructional Support Staff meet together				Weekly 1/7/19	Schedule of meetings Minutes from meetings Student success agendas, ESL teacher and Instructional Specialist are working closely together to see what strategies their using	Collaborative teams engaged in critical inquiry that provides and sustains a systematic approach to student support. Feedback for next year's schedule to prioritize PLC time.		Significant Progress	On Track to Make Progress	
All teams routinely address the 4 Fundamental Questions when planning by Marzano. 1) What is that we want students to know and be able to do? 2) How will we know when they know it? 3) What will we do if they do not know it? 4) What will be done if they have already mastered it?				Daily	Lesson Plans, using extended planning to intentionally plan how we can enrich students, using project based learning (PBL), looking at how students have truly learned beyond a score on an assessment, the Fundamental Questions keep us focused	Enhanced professional collaboration among teams and improved student achievement.		Some Progress	Some Progress	
Classroom peer observation to provide feedback on Student Learning Goal				10/2018 - 4/2019	Google form responses, discussing what we	Teachers mutually enhance the quality of their		Some Progress	Some Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
					saw after observations with the person we observed	teaching practice and support each other's development of teaching skills. Schedule recommendation for next year. including protocols to guide conversation.				
Reteach unpacking the TEKS and implement through planning process				8/3/18 9/12/18	Lesson plans Extended planning outcomes Formative assessment Less focus on worksheets to include creativity and critical thinking	Critically analyze standards to determine the skills, reasoning, and strategic thinking necessary for students to achieve mastery of an expectation. Buy-in to new LA TEKS and need for building-wide alignment.		Significant Progress	Significant Progress	
Grade level teams plan for and review of Number Talks				Monthly	Lesson plans Math journals Classroom observations Writing to generalize why as responses to thinking	Skills developed in number relationships and use these relationships to develop efficient, flexible strategies with accuracy.		Significant Progress	Significant Progress	
Grade level teams develop lesson plans that incorporate mentor sentences				Monthly	Lesson plans Writing journals	Enhanced grammar in the context of reading and writing.		Significant Progress	Significant Progress	

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	August 2018		On Track to make progress
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018		On Track to make progress
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	August 2018		On Track to make progress
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	August 2018		On Track to make progress
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	August 2018		On Track to make progress

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	November 2018-February 2019		On Track to make progress
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	March 2019		On Track to make progress

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	August 2018/ May 2019		On Track to make progress
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	August 2018/ May 2019		On Track to make progress
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	August 2018/ May 2019		On Track to make progress
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	August 2018/ May 2019		On Track to make progress
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	August 2018/ May 2019		On Track to make progress

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly throughout the year		On Track to make progress

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey			On Track to make progress
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule			On Track to make progress
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook			On Track to make progress

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint			On Track to make progress
Review referral process.	Principal or designee	Campus referral plan			On Track to make progress

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan			On Track to make progress
Implement campus referral plan.	Principal or designee	Campus Referral Plan			On Track to make progress

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan			On Track to make progress

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook			On Track to make progress
Monitor high risk areas.	All staff	Schedule (if necessary)			On Track to make progress

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan			On Track to make progress

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers				On Track to make progress
Employ discipline interventions.	Designated staff				On Track to make progress
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors				On Track to make progress
Conference with parents/students.	Teachers or other staff				On Track to make progress

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal		August 2018 and throughout the year		On Track to Make Progress
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local			August 2018 and throughout the year		On Track to Make Progress
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Office Manager		Weekly		On Track to Make Progress
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Office Manager		Weekly		On Track to Make Progress
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal/Assistant Principal/Office Manger		Weekly		On Track to Make Progress
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal		Monthly		On Track to Make Progress

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal				On Track to Make Progress
Funding source: State and Local					

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local					On Track to make progress
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local					On Track to make progress
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local					On Track to make progress
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize					On Track to make progress

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local					

State Certified Teachers and Highly Qualified Paraprofessionals





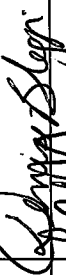


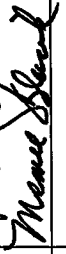
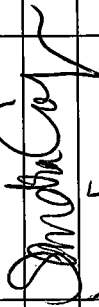

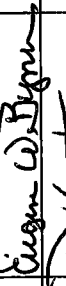

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators				On Track to make progress



Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Anna Dinucci	Faculty Member	2017-2018	<i>Anna Dinucci</i>		
Regi Smith	Faculty Member	2018-2019	Regi Smith		
Alison Clements	Faculty Member	2018-2019	Alison Clements		
Buffy Bynum	Faculty Member	2018-2019	Buffy Bynum		
Aromi Knox	Faculty Member	2018-2019	Aromi Knox		
Amra Sayed	Faculty Member, Special Ed	2018-2019	Amra Sayed		
Deni Bleggi	Principal	2011-2012	Deni Bleggi		
Dr. Rachel Beachy	District Professional	2018-2019	Dr. Rachel Beachy		
Patricia Hempstead	Campus Professional, Non-teaching	2016-2017	Patricia Hempstead		
Mamie Blasik	Support Staff Member	2018-2019	Mamie Blasik		
Erin Sears	Parent-Selected by PTA	2017-2018	Erin Sears		
Sandra Cooper	Parent-Selected by Principal	2018-2019	Sandra Cooper		
Jason Choe	Parent	2018-2019	Jason Choe		
Shermin Yusuf	Parent	2018-2019	Shermin Yusuf		
Jyothi Bairineni	Parent	2018-2019	Jyothi Bairineni		
Cassidy Kahl	Parent	2018-2019	Cassidy Kahl		
Gene Bynum	Community Member	2018-2019	Gene Bynum		
Doug Kent	Community Member	2018-2019	Doug Kent		
Mischele McIntyre	Business Representative	2017-2018	Mischele McIntyre		
Scott Nichols	Business Representative	2018-2019	Scott Nichols		
Lisa Beyer	Faculty Member	2018-2019	Lisa Beyer		
Ashlie Hall	Faculty Member	2018-2019	Ashlie Hall		
Christy Slagle	Faculty Member	2018-2019	Christy Slagle		
Denise Goodwyn	Faculty Member	2016-2019	Denise Goodwyn		

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Anna Dinucci	Faculty Member	2017-2018	X		
Regi Smith	Faculty Member	2018-2019	X		
Alison Clements	Faculty Member	2018-2019	X		
Buffy Bynum	Faculty Member	2018-2019	X		
Aromi Knox	Faculty Member	2018-2019	X		
Amra Sayed	Faculty Member, Special Ed	2018-2019	X		
Deni Bleggi	Principal	2011-2012	X		
Dr. Rachel Beachy	District Professional	2018-2019	X		
Patricia Hempstead	Campus Professional, Non-teaching	2016-2017	X		
Mamie Blasik	Support Staff Member	2018-2019	X		
Erin Sears	Parent-Selected by PTA	2017-2018	X		
Sandra Cooper	Parent-Selected by Principal	2018-2019	X		
Jason Choe	Parent	2018-2019	X		
Shermin Yusuf	Parent	2018-2019			
Jyothi Bairineni	Parent	2018-2019			
Cassidy Kahl	Parent	2018-2019			
Gene Bynum	Community Member	2018-2019	X		
Doug Kent	Community Member	2018-2019	X		
Mischele McIntyre	Business Representative	2017-2018			
Scott Nichols	Business Representative	2018-2019			
Lisa Beyer	Faculty Member	2018-2019	X		

Gulledge Elementary School – 2018-2019 Campus Improvement Plan

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ashlie Hall	Faculty Member	2018-2019	X		
Christy Slagle	Faculty Member	2018-2019	X		
Denise Goodwyn	Faculty Member	2016-2019	X		

Gulledge SBIC Meeting #3
May 16, 2019
3:00 PM



Welcome

2018-2019 – A Year in Review

Review of Critical Action/Action Steps

Celebration of 2018-2019 SBIC Members

Meeting Adjourned

Have a Wonderful Summer!

2018 Campus Improvement Plan (ES)

Previous Section
 State Goals and Objectives

Save Data View Current Document View Section

Site-Based Improvement Committee Members

Next Section
 State Compensatory Education Program Information

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Anna Dirucci	Faculty Member	2017-2018	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Regi Smith	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alison Clements	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Buffy Bynum	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Aroni Knox	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Amra Sayed	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Deri Biaggi	Faculty Member, Special Ed	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dr. Rachel Beachy	Principal	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Patricia Hempstead	District Professional	2011-2012	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mamie Blask	Campus Professional	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Erin Sears	Support Staff Member	2016-2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sandra Cooper	Parent-Selected by PTA	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jason Choe	Parent-Selected by Principal	2017-2018	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shermin Yusuf	Parent	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jyothi Bairamni	Parent	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cassidy Kahl	Parent	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gene Bynum	Parent	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Doug Kent	Community Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mischele McIntyre	Community Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scott Nichols	Business Representative	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lisa Beyer	Business Representative	2017-2018	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ashlie Hall	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Christy Slagle	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Denise Goodwyn	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ADD FORM	Faculty Member	2018-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ADD FORM	Faculty Member	2016-2019	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Gullidge Elementary School

Plano Independent School District

6801 Preston Meadow Drive

Plano, Texas 75024-5462

Phone: 469-752-1300 Fax: 469-752-1301

Deni Bleggi, Principal

Patricia Hempstead, Assistant Principal

SITE BASED IMPROVEMENT COMMITTEE MEETING #1

August 30, 2018

3:00 p.m.

- I. Welcome
- II. Introductions
- III. The SBIC Process
- IV. Campus Improvement Plan
- V. Schedule of Meetings
- VI. Questions
- VII. Meeting Adjourned



Gulledge Elementary School

Plano Independent School District

6801 Preston Meadow Drive

Plano, Texas 75024-5462

Phone: 469-752-1300 Fax: 469-752-1301

Deni Bleggi, Principal

Patricia Hempstead, Assistant Principal

Gulledge SBIC Meeting #2

Agenda

January 31, 2019

3:00pm

Welcome/Introductions

Patricia

Gulledge Gator Report

SBIC Committee

Review of Critical Action/Action Steps

SBIC Committee

CIP Process and Critical Needs Assessment

Patricia

Questions or Concerns

Meeting Adjourned

****Reminder: Next Meeting - May 16, 2019**