

Plano Independent School District

Gulledge Elementary

2021-2022



Board Approval Date: November 3, 2021

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.

Vision

We envision a safe and caring community wherein staff, families, and students work together to support each student's academic and personal development. High performing teams continuously serve our community and focus on improving learning by providing equity to each child. Effective and ongoing opportunities to build and enhance parents' knowledge and skills will be embedded in our school culture.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the past two years, our campus engaged in a family engagement redesign process. We have strategic ways of onboarding people new to our school community and do so with the help of our PTA. We have hired 10%-14% new staff to our campus over the course of three years due to an increase in enrollment or staff moving out of Plano ISD. Many staff chooses to bring their students to Gullledge with them which account for the majority of our transfers. In looking at mobility data 31 students left Plano, TX for 17 - 40 school. There has also been an increase in Plano Academic and Creative Education, PACE, through the testing and placed after testing processes.

Data reflects that we are a growing school community becoming more diverse. Enrollment has grown to 740 students including 160 ESL students, SES is at 14%, and we have an increasing percentage of students served by Special Education, especially those needing a centralized or self-contained setting. There is an increase in the number of students who withdraw at the end of the year to go overseas; many of whom return the following fall. Attendance ranges from 92% - 98% in six weeks with more frequency of absences in K-2 than the upper-grade levels. When reviewing grade level ethnicity there is an increase of kindergarten students and an increase in Asian students in the primary grade levels.

Demographics Strengths

Our school culture is tied closely to a vision of a caring community wherein staff, families, and students work together to support each student's academic and personal development. High performing teams continuously serve our community and focus on improving learning by providing equity to each child. Effective and ongoing opportunities to build and enhance parents' knowledge and skills through an interactive partnership are embedded in how we engage our community.

Gullledge's home and school connection plan focus on increasing parent participation in regular, two-way and meaningful communication involving student academic learning and school activities. The staff over-communicates so that family engagement continues to make positive and lasting impacts on student outcomes. We strive to welcome and invite each family into our community by purposefully creating a hospitable climate where each person, collaboration and communication are valued. For two years we have improved how we showcase our students' experiences digitally. Our Parent-Teacher Association (PTA) encourages outreach to families regardless of PTA membership. We partner and build inclusiveness and survey families to offer programs. Staff routinely offer Parent Education opportunities targeting identified areas of interest.

Staff professional development and teacher capacity building centers around family, school and community partnerships, building teacher instructional strengths and team collaboration. We evaluate and reflect upon the effectiveness of your efforts.

Communication efforts are also strong as we utilize the many forums provided by Plano ISD including Google Classroom. We communicate with families via multiple media: weekly enews, weekly classroom emails, communication cards, PTA Facebook, Twitter, Phone Master (phone and email), marque, and hard copies.

Our fifth-grade students demonstrated accelerated growth compared to the district average in math, reading, and science.

Campus attendance rate is higher than district and state average. Class size is a 22:1 ratio at the beginning of the year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts, math, and science. **Root Cause:** Staff responsiveness to student needs lacks structures to support reflection upon student work and assessment data to address how to intervene.

Student Learning

Student Learning Summary

Gulledge Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Team Framework. **Root Cause:** School-wide training on the PLC process, as well as planning protocols are needed for collaborative teams to function at optimal levels.

School Processes & Programs

School Processes & Programs Summary

Data analytics are used to balance student placement in grade level classes through a computer program called Class Creator. The master schedule is developed with input from grade level and campus department representatives to meet the needs of all students. The implementation of the “First 5 Days” is a focus on information literacy, student roles, and global collaboration that set the tone for a year of engaging and self-directed learning in the classroom. What I Need (WIN) is a 30 minute period each day dedicated to skills-based remediation or enrichment based on individual student needs. Community circle time is also scheduled each day for students to create a common culture that values collaboration, risk-taking, respect, openness and honesty. Counseling prioritizes induction of newcomers. All subgroups are focused upon when building the master schedule and small group intervention.

Teacher Mentor Program: The Gullidge teacher mentor program is structured into two cohorts. Cohort 1 consist of first year teachers new to the teaching profession. Cohort 2 consist of second year teachers as well as teachers new to the Gullidge campus. Each cohort meets monthly and is facilitated by a mentor teacher. Monthly meetings are focused on best teaching practices, organizational skills, team-building, self-reflection, and classroom management. Social and emotional support is provided by the cohort facilitators and the campus administrative staff. Both cohorts provide monthly feedback through surveys, while end of year feedback is used to create meeting agendas for the next school year.

School Processes & Programs Strengths

School culture and climate build and maintained as safe and positive through our Family Engagement plan. Recruiting and retaining quality staff that mirrors our student demographics. Our clear and consistent PBIS behavioral foundation including Love and Logic and restorative practices like SEL provide structures for three school-wide expectations. This provides a basis for students to own their thinking and meet high expectations since the building has strong management procedures.

We focus on all students and our staff consistently demonstrates dedication to growing as professionals for the good of public school education and outcomes. PLC structures like norms, expectations, common planning and assessing of students focused on four instructional questions promotes collaboration. We also have improved efforts to support staff morale as well as structures to promote quality time as teams for lesson planning.

Staff opinions and feedback are gathered as we program and direct our campus transformation. We have adaptive leadership systems in place to promote staff engaging with one another in multiple ways to build alignment and trust.

Our mission, vision, and shared expectations have led to shared values for how we interact with all stakeholders.

Technological resources are utilized in multiple content areas. We have a focused intentional use of technology through professional development and observations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In grades 3-5, the percent of students scoring meets grade level or above on STAAR Reading, Math, and Science varies by subgroup: Economic Disadvantaged, Special Education, African American, and Hispanic students. **Root Cause:** Staff responsiveness to student needs lacks consistent structures to support reflection upon student work and assessment data to address how to intervene.

Perceptions

Perceptions Summary

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

The school vision focuses on building and maintaining a positive school culture and climate. This year's CIP goals were laser-focused and tie to High-Reliability Schools work. We have two critical actions that we assessed monthly. Staff training and capacity along with that of families is crucial to success. Our campus on boards families, students and staff new to Gulledge. As we built collaborative teams this year, there was an increase of administrators in planning sessions as resources instead of as evaluators. Teams are working through the PLC process to build capacity. Planning efforts include effective use of agendas, norms, four guiding questions, and whole team involvement. A peer observation process was implemented where we provide feedback to one another about the teacher SLO, student learning objectives, and instruction. We also believe in capacity growth over time. Next year's goal will build upon this year's successes. We believe in analyzing student and staff data for improvement. Through the use of kid talk, data digs and student response to the instruction, we are becoming better at understanding how data helps us instruct. Many building-wide processes align our work including the use of a 30 minute per day, What I Need, WIN for intervention and enrichment as well as community circles for relationship building. Finally, we value the whole child, so we focus on Positive Behavior Intervention Support, PBIS, in supporting student mindset, behavior, and social skills.

Perceptions Strengths

Strengths identified include:

Professional Learning Communities working as Collaborative teams: CMIT/504 Committees, Learning Teams like SEL and PBIS, Grade level teams, SBIC, and Student PTA.

Teams are still learning to use the four questions that drive collaborative teams and principals are learning to design a schedule to promote feedback; all are learning how to use student assessment data and teacher input to understand every student's areas of growth and need.

Safe and collaborative culture

Monitoring the effectiveness of our practices with stakeholder feedback

School-wide alignment and systematic approaches to how we do business

All decisions based on what is best for students

Family engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At the campus, there are inconsistent and varied uses of instructional strategies in reading, math, and science. **Root Cause:** Predominate instructional practices throughout the school are not known and monitored to the degree necessary.

Priority Problem Statements

Problem Statement 1: At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts, math, and science.

Root Cause 1: Staff responsiveness to student needs lacks structures to support reflection upon student work and assessment data to address how to intervene.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Team Framework.

Root Cause 2: School-wide training on the PLC process, as well as planning protocols are needed for collaborative teams to function at optimal levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In grades 3-5, the percent of students scoring meets grade level or above on STAAR Reading, Math, and Science varies by subgroup: Economic Disadvantaged, Special Education, African American, and Hispanic students.

Root Cause 3: Staff responsiveness to student needs lacks consistent structures to support reflection upon student work and assessment data to address how to intervene.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: At the campus, there are inconsistent and varied uses of instructional strategies in reading, math, and science.

Root Cause 4: Predominate instructional practices throughout the school are not known and monitored to the degree necessary.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Goals




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.








Performance Objective 1: HB3 - The percent of Gullledge 3rd grade students that score meets grade level or above on STAAR Reading will increase from 78% by June 2021 to 80% by June 2022 . The Hispanic student group performance will increase from 55% in 2021 to 58% in 2022. The Economically Disadvantaged student group performance will increase from 68% in 2021 to 72% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-2022 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing job-embedded professional development to train teaching and instructional staff to utilize data to determine curriculum, instruction, assessment, and social-emotional needs to improve student achievement. Strategy's Expected Result/Impact: Teaching and instructional staff will: -Develop, provide, and monitor high-yielding individual and small group interventions for both accelerated learning and effective project-based learning and enrichment as measured by T-TESS and walk-through observations, lesson plans, and Edugence goals -Utilize research-based effective grading practices such as rubrics and goal setting as formative assessments as measured by reading records, common formative assessments, mClass, MAP, Review 360, SST, and CogAT data to frequently progress monitor -Routinely identify intentional flexible groups based on student data and student response to intervention as measured by data dig meetings Staff Responsible for Monitoring: Leadership Team and teaching staff	Formative		
	Nov	Feb	June
			




Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor and support each PLC's implementation of the PISD Instructional Model to guide teacher behaviors and instructional actions which lead to student learning. Strategy's Expected Result/Impact: Teaching and instructional staff will collaborate and work interdependently to: -Utilize quality data to drive fluid student grouping and identify students in need of tiered instruction, the frequency, and the plan for acceleration as measured by student growth in MAP, mClass, and Edugence goals. -Focus planning conversations on the PLC guided questions embedded in the Collaborative Team Framework, focusing on effective first teach, as measured by the campus planning walkthrough -Monitor student response to intervention and follow up through the SST process as necessary to determine additional services and interventions as measured by student growth in MAP, mClass, and Edugence goals. Staff Responsible for Monitoring: Instructional Support Staff and teaching staff	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 2: The percent of Gullledge students that score Meets grade level or above on STAAR Reading 3-5 will increase from 78% in 2021 to 80% by June 2022. The Special Education student group performance will increase from 49% in 2021 to 51% in 2022. The Hispanic student group performance will increase from 56% in 2021 to 59% in 2022.

Evaluation Data Sources: 2021-22 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ongoing job-embedded professional development to train teaching and instructional staff to utilize data to determine curriculum, instruction, and assessment needs to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Teaching and instructional staff will:</p> <ul style="list-style-type: none"> -Develop, provide, and monitor high-yielding individual and small group interventions for both accelerated learning and effective project-based learning and enrichment as measured by T-TESS and walk-through observations, lesson plans, and Edugence goals -Utilize research-based effective grading practices such as rubrics and goal setting as formative assessments as measured by reading records, common formative assessments, mClass, MAP, Review 360, SST, and CogAT data to frequently progress monitor -Routinely identify intentional flexible groups based on student data and student response to intervention as measured by data dig meetings <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Funding Sources: adult temps and substitutes - 199 State Comp Ed - \$1,000, adult temps and substitutes - 282 ESSER III - \$1,625</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor and support each PLC's implementation of the PISD Instructional Model to guide teacher behaviors and instructional actions which lead to student learning. Strategy's Expected Result/Impact: Teaching and instructional staff will collaborate and work interdependently to: -Utilize quality data to drive fluid student grouping and identify students in need of tiered instruction, the frequency, and the plan for acceleration as measured by student growth in MAP, mClass, and Edugence goals. -Focus planning conversations on the PLC guided questions embedded in the Collaborative Team Framework, focusing on effective first teach, as measured by the campus planning walkthrough -Monitor student response to intervention and follow up through the SST process as necessary to determine additional services and interventions as measured by student growth in MAP, mClass, and Edugence goals. Staff Responsible for Monitoring: Instructional Support Specialists	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.








Performance Objective 1: HB3 - The percentage of Gullledge 3rd-grade students that score meets grade level or above on STAAR Math will increase from 84% in 2021 to 85% by June 2022. The Hispanic student group performance will increase from 54% in 2021 to 57% in 2022. The Economically Disadvantaged student group performance will increase from 60% in 2021 to 63% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-2022 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to train teachers to use data to determine instruction and interventions and monitor implementation. Strategy's Expected Result/Impact: Teaching and instructional staff will: -Develop, provide and monitor high-yielding individual and small group interventions for both accelerated learning and effective project-based learning and enrichment as measured by T-TESS, walkthroughs, and Edugence. -Utilize formative assessments, including reading records, common formative assessments, MAP, Review 360, SST, and CogAT data to frequently progress monitor - Routinely utilize the instructional collaborative team framework to focus effort on higher levels of student achievement which show progress in small group lesson plans (Guided Math) and data assessing student progress -Implementation of the PISD daily spiral review of TEKS to accelerate math proficiency Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	June
			


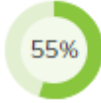

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor and support each PLC's implementation of the PISD Instructional Model to guide teacher behaviors and instructional actions which lead to student learning. Strategy's Expected Result/Impact: Teaching and instructional staff will collaborate and work interdependently to: -Utilize quality data to drive fluid student grouping and identify students in need of tiered instruction, the frequency, and the plan for acceleration as measured by student growth in MAP, mClass, and Edugence goals. -Focus planning conversations on the PLC guided questions embedded in the Collaborative Team Framework, focusing on effective first teach, as measured by the campus planning walkthrough -Monitor student response to intervention and follow up through the SST process as necessary to determine additional services and interventions as measured by student growth in MAP, mClass, and Edugence goals. Staff Responsible for Monitoring: Instructional Support Specialists	Formative		
	Nov	Feb	June
			
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 2: The percentage of Gullledge students that score Meets grade level or above on STAAR Math 3-5 will increase from 80% in 2021 to 81% by June 2022. The Special Education student group performance will increase from 46% in 2021 to 48% in 2022. The African American student group performance will increase from 58% in 2021 to 61% in 2022.

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to train teachers to use data to determine instruction and interventions and monitor implementation. Strategy's Expected Result/Impact: Teaching and instructional staff will: -Develop, provide, and monitor high-yielding individual and small group interventions for both accelerated learning and effective project-based learning and enrichment as measured by T-TESS and walk-through observations, lesson plans, and Edugence goals -Utilize research-based effective grading practices such as rubrics and goal setting as formative assessments as measured by reading records, common formative assessments, mClass, MAP, Review 360, SST, and CogAT data to frequently progress monitor -Routinely identify intentional flexible groups based on student data and student response to intervention as measured by data dig meetings Staff Responsible for Monitoring: Leadership Team Funding Sources: adult temps and substitutes - 199 State Comp Ed - \$1,000, adult temps, planning time and substitutes - 282 ESSER III - \$1,625	Formative		
	Nov	Feb	June
			




Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor and support each PLC's implementation of the PISD Instructional Model to guide teacher behaviors and instructional actions which lead to student learning.</p> <p>Strategy's Expected Result/Impact: Teaching and instructional staff will collaborate and work interdependently to:</p> <ul style="list-style-type: none"> -Utilize quality data to drive fluid student grouping and identify students in need of tiered instruction, the frequency, and the plan for acceleration as measured by student growth in MAP, mClass, and Edugence goals. -Focus planning conversations on the PLC guided questions embedded in the Collaborative Team Framework, focusing on effective first teach, as measured by the campus planning walkthrough -Monitor student response to intervention and follow up through the SST process as necessary to determine additional services and interventions as measured by student growth in MAP, mClass, and Edugence goals. <p>Staff Responsible for Monitoring: Instructional Support Specialists</p>	Formative		
	Nov	Feb	June
			
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Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of Gullledge students that score Meets grade level or above on STAAR Science 5 will increase from 70% in 2021 to 71% by June 2022. The Economically Disadvantaged student group performance will increase from 39% in 2021 to 42% in 2022. The African American student group performance will increase from 51% in 2021 to 54% in 2022.

Evaluation Data Sources: 2021-22 Science STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to train teachers to use data to determine instruction and interventions and monitor implementation. Strategy's Expected Result/Impact: Teaching and instructional staff will: -Develop, provide, and monitor high-yielding individual and small group interventions for both accelerated learning and effective project-based learning and enrichment as measured by T-TESS and walk-through observations, lesson plans, and Edugence goals -Utilize research-based effective grading practices such as rubrics and goal setting as formative assessments as measured by reading records, common formative assessments, mClass, MAP, Review 360, SST, and CogAT data to frequently progress monitor -Routinely identify intentional flexible groups based on student data and student response to intervention as measured by data dig meetings Staff Responsible for Monitoring: Leadership Team Funding Sources: adult temps and substitutes - 199 Bilingual/ESL/ELL - \$990	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor and support each PLC's implementation of the PISD Instructional Model to guide teacher behaviors and instructional actions which lead to student learning. Strategy's Expected Result/Impact: Teaching and instructional staff will collaborate and work interdependently to: -Utilize quality data to drive fluid student grouping and identify students in need of tiered instruction, the frequency, and the plan for acceleration as measured by student growth in MAP, mClass, and Edugence goals. -Focus planning conversations on the PLC guided questions embedded in the Collaborative Team Framework, focusing on effective first teach, as measured by the campus planning walkthrough -Monitor student response to intervention and follow up through the SST process as necessary to determine additional services and interventions as measured by student growth in MAP, mClass, and Edugence goals. Staff Responsible for Monitoring: Instructional Support Specialists	Formative		
	Nov	Feb	June
			
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2021-22 SBIC

Committee Role	Name	Position
Administrator	Denise Bleggi	Principal
Non-classroom Professional	Patricia Hempstead	Assistant Principal
District-level Professional	Tara Welch	Reading Academy Facilitator
Classroom Teacher	Christy Slagle	Instructional Specialist
Classroom Teacher	Becky Dwyer	First Grade Team Leader
Classroom Teacher	Sandra Cooper	Second Grade Team Leader
Classroom Teacher	Maddy Bird	Third Grade Team Leader
Classroom Teacher	Anna DiNucci	Fourth Grade Team Leader
Non-classroom Professional	Melissa Puentes	Counselor
Paraprofessional	Vanessa Koonce	PE Assistant
Community Representative	Kyea Fallon	Veteran Healthcare Administration Principal Facility Coordinator
Business Representative	Jason Eggleston	Kroger-Assistant Manager
Parent	Pamela Royal	PTA President
Parent	Christopher Taylor	Parent
Parent	Becky Ortega	Parent
Community Representative	Michaela Tirey	BSN- Medical City Plano
Parent	Sonal Dua	Parent
Parent	Kapil Dua	Parent
Business Representative	Heather Exley	UW Manager- Homecomings Financial
Parent	Sarah Zaki	Parent

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	adult temps and substitutes		\$1,000.00
2	2	1	adult temps and substitutes		\$1,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,370.00
+/- Difference					\$370.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	adult temps and substitutes		\$990.00
Sub-Total					\$990.00
Budgeted Fund Source Amount					\$990.00
+/- Difference					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	adult temps and substitutes		\$1,625.00
2	2	1	adult temps, planning time and substitutes		\$1,625.00
Sub-Total					\$3,250.00
Budgeted Fund Source Amount					\$3,250.00
+/- Difference					\$0.00
Grand Total Budgeted					\$6,610.00
Grand Total Spent					\$6,240.00
+/- Difference					\$370.00

Addendums

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Gulledge

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	12	12	29		62			11	16		34	85	33	118
2019	67	50	83		81			64	63		79	81	64	76
2020	69	52	83		81			65	65		81	81	65	77
2021	71	55	84		82			67	68		83	82	67	78
2022	74	58	85		83			69	72		85	83	69	80
2023	78	63	86		84			71	77		89	84	72	82
2024	83	68	87		85			74	83		93	85	76	84

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Gulledge

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	12	12	29		62			11	16		34	85	33	118
2019	58	50	93		92			64	56		91	82	85	83
2020	60	52	93		92			65	58		92	82	86	84
2021	62	54	94		93			67	60		93	83	87	84
2022	65	57	94		93			69	63		95	83	89	85
2023	69	61	95		94			71	67		97	84	91	87
2024	74	66	96		95			74	72		100	85	94	88

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Gulledge - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 62% in 2019 to 64% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
63% 2019 Baseline: 62%	64%	66%	68%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	13	43	65	*	71	*	*	29	33	*	66	66	56	62
2020	14	45	65	*	71	*	*	30	35	*	67	66	57	63
2021	17	47	66	*	72	*	*	31	38	*	69	67	59	64
2022	20	51	66	*	72	*	*	33	42	*	72	67	61	66
2023	24	55	67	*	73	*	*	36	47	*	75	68	64	68
2024	29	61	69	*	75	*	*	39	53	*	80	70	67	70
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Gulledge - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 68% in 2019 to 70% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
69% 2019 Baseline: 68%	70%	71%	72%	73%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	47	67	64	*	84	*	43	50	35	*	67	66	73	68
2020	48	68	64	*	84	*	43	51	36	*	68	66	74	69
2021	51	71	64	*	84	*	44	52	39	*	69	66	75	70
2022	54	73	65	*	85	*	45	54	42	*	70	67	77	71
2023	58	77	65	*	85	*	47	57	46	*	72	67	79	72
2024	63	82	66	*	86	*	49	60	51	*	75	68	82	73
2019-2021	4	4	0	*	0	*	1	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● 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. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 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. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: 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. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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