Plano Independent School District

Gulledge Elementary

2022-2023

Board Approval Date: September 20, 2022

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 perfoming 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 cuture.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gulledge Elementary as in past years, continues to stress the importance of family engagement. There is a formal onboarding process for all new families in partnership with the PTA. We have hired 25%-30% new staff to our campus this year with an increase in enrollment or staff moving out of Plano ISD. Many staff members choose to bring their students to Gulledge which accounts for the majority of our transfers.

Gulledge data reflects a diverse demographic that continues to grow in enrollment. Current enrollment is at approximately 740 students including 230 ESL students. Our economically disadvantaged enrollment is at 13% and while the Special Education enrollment is at 9%, this area continues to increase. 10% of our student enrollment participates in the Plano Academic and Creative Education program (PACE) which serves our gifted and talented population.

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 is embedded in how we engage our community.

Gulledge'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. 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 classroom emails, SMORE newsletters, communication cards, PTA Facebook, Twitter, Instagram, 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Consistent increase of ELL, SpEd, and economically disadvantaged student subgroups enrolling at Gulledge. **Root Cause:** Economic, social, and demographic factors draw people to Plano ISD and the Gulledge boundary zone.

School Processes & Programs

School Processes & Programs Summary

At Gulledge Elementary, it is important to us that our students have the best instructional experiences possible. We put time and effort into creating classes that meet the needs of all students. Attention and detail are given according to student's strengths, areas of growth, and learning styles. 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 Gulledge 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 Gulledge 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: The delivery of Tier I instruction including programs, curriculum, instruction and assessment, strategies, and interventions has not been evaluated by PLC teams for commonality and effectiveness. **Root Cause:** Varying team agendas and focusing on the first four questions of the PLC Framework

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. We have two critical actions that we assessed monthly. Staff training and capacity along with that of families is crucial to success. Our campus onboard 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: Multi-Tiered Systems of Support, Learning Teams like SEL and PBIS, Grade level teams, Site-Based Improvement Committee

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: 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

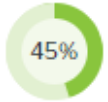
Goals

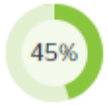
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Gulledge 3rd grade students that score meets grade level or above on STAAR Reading will increase from 86% by June 2022 to 87% by June 2023. The Hispanic student group performance will increase from 70% in 2022 to 72% in 2023. The Economically Disadvantaged student group performance will increase from 74% in 2022 to 76% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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			

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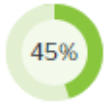
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2022 to 2023.

Performance Objective 2: The percent of Gulledge students that score Meets grade level or above on STAAR Reading 3-5 will increase from 78% in 2022 to 79% by June 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023. The Hispanic student group performance will increase from 51% in 2022 to 53% in 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **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, adult temps and substitutes - 282 ESSER III			

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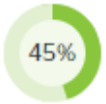
-Utilize quality data to drive fluid student grouping and identify students in need of tiered instruction, the frequency, and the plan for acceleration as measured by student growth in MAP, mClass, and Edugence goals.

-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



No Progress

Accomplished

Continue/Modify

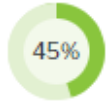
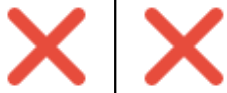
Discontinue

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 2022 to 2023.

Performance Objective 1: HB3 - The percentage of Gulledge 3rd-grade students that score meets grade level or above on STAAR Math will increase from 76% in 2022 to 77% by June 2023. The Hispanic student group performance will increase from 50% in 2022 to 52% in 2022. The Economically Disadvantaged student group performance will increase from 58% in 2022 to 60% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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			

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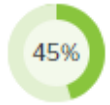
Strategy 2: Monitor and support each PLC's implementation of the PISD Instructional Model to guide teacher behaviors and instructional actions which lead to student learning. **Strategy's Expected Result/Impact:** Teaching and instructional staff will collaborate and work interdependently to: -Utilize 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, mCclass, 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, mCass, and Edugence goals. **Staff Responsible for Monitoring:** Instructional Support Specialists			

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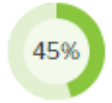
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: The percentage of Gulledge students that score Meets grade level or above on STAAR Math 3-5 will increase from 67% in 2022 to 68% by June 2023. The Special Education student group performance will increase from 46% in 2022 to 49% in 2023. The African American student group performance will increase from 60% in 2022 to 63% in 2023.

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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, adult temps, planning time and substitutes - 282 ESSER III			

Strategy 2 Details	Formative Reviews		
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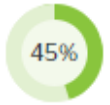
-Utilize quality data to drive fluid student grouping and identify students in need of tiered instruction, the frequency, and the plan for acceleration as measured by student growth in MAP, mClass, and Edugence goals.

-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



No Progress

Accomplished

Continue/Modify

Discontinue

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 2022 to 2023.

Performance Objective 1: The percent of Gulledge students that score Meets grade level or above on STAAR Science 5 will increase from 50% in 2022 to 51% by June 2023. The Economically Disadvantaged student group performance will increase from 22% in 2022 to 24% in 2023.

Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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			

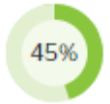
Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Monitor and support each PLC's implementation of the PISD Instructional Model to guide teacher behaviors and instructional actions which lead to student learning. **Strategy's Expected Result/Impact:** Teaching and instructional 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



No Progress

Accomplished

Continue/Modify

Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Melissa Puentes	counselor
Classroom Teacher	Anna Dinucci	Instructional Specialist
Classroom Teacher	Aromi Knox	First Grade Teacher
Classroom Teacher	Kristin Scoggins	Second Grade Teacher
Classroom Teacher	Tara Lewy	Third Grade Teacher
Classroom Teacher	Vincent Vullo	Fourth Grade Teacher
Classroom Teacher	Mary Robbins	Fifth Grade Teacher
Classroom Teacher	Dustin Dale	PE Teacher
Administrator	Deni Bleggi	Principal
Administrator	Patricia Hempstead	Assistant Principal
District-level Professional	Tara Welch	Reading Academy Facilitator
Paraprofessional	Ashlyn May	Paraprofessional
Parent	Christopher Taylor	Parent
Parent	Stacy White	Parent
Parent	Becky Ortega	Parent
Parent	Sheetal Gandhi	Parent
Community Representative	Michaela Tirey	Community Member
Business Representative	Billy Scoville	Business Member
Business Representative	Kiff Anderson	Community Member

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	adult temps and substitutes		$0.00
2	2	1	adult temps and substitutes		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,540.00
				+/- Difference	$2,540.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	adult temps and substitutes		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$828.00
				+/- Difference	$828.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	adult temps and substitutes		$0.00
2	2	1	adult temps, planning time and substitutes		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,365.00
				+/- Difference	$2,365.00
				Grand Total Budgeted	$5,733.00
				Grand Total Spent	$0.00
				+/- Difference	$5,733.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	10	20	0	44	0	9	19	2	26	66	19	85
2022	88	70	90		89		22	74	100	81	83	95	86
2023	90	72	91		90		25	76	100	83	84	96	87
2024	92	74	91		90		28	78	100	85	84	98	87
2025	94	76	92		91		32	80	100	88	85	100	88
2026	98	80	94		93		38	84	100	92	87	100	90
2027	100	84	95		94		45	88	100	97	88	100	91

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	15	21	2	62	0	10	21	2	31	71	47	118
2022	91	40	67	50	79		50	67	0	71	75	70	73
2023	93	42	68	51	80		53	69	1	73	76	71	74
2024	95	44	68	52	80		56	71	1	75	76	73	74
2025	97	46	69	53	81		60	73	2	78	77	75	75
2026	100	50	71	54	83		66	77	4	82	79	78	77
2027	100	54	72	56	84		73	81	5	87	80	81	78

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	10	18	0	34	0	7	9	2	25	52	20	72
2022	100	50	72		94		43	33	50	80	79	70	76
2023	100	52	73		95		46	35	51	82	80	71	77
2024	100	54	73		95		49	37	51	84	80	73	77
2025	100	56	74		96		53	39	52	87	81	75	78
2026	100	60	76		98		59	43	54	91	83	78	80
2027	100	64	77		99		66	47	55	96	84	81	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	35	59	2	140	0	26	49	6	82	189	86	275
2022	90	51	76	50	86		38	63	50	77	79	76	78
2023	92	53	77	51	87		41	65	51	79	80	77	79
2024	94	55	77	52	87		44	67	51	81	80	79	79
2025	96	57	78	53	88		48	69	52	84	81	81	80
2026	100	61	80	54	90		54	73	54	88	83	84	82
2027	100	65	81	56	91		61	77	55	93	84	87	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	10	20	0	44	0	9	19	2	26	66	19	85
2022	75	50	70		86		44	58	100	81	76	79	76
2023	78	52	71		87		47	60	100	83	77	81	77
2024	81	55	73		89		50	63	100	85	79	83	79
2025	84	59	75		91		54	67	100	88	81	86	81
2026	90	63	77		93		59	71	100	92	83	90	83
2027	96	69	80		96		66	77	100	97	86	95	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	15	21	2	62	0	10	21	2	31	71	47	118
2022	45	53	29	100	73		40	48	0	71	59	60	59
2023	48	55	30	100	74		43	50	1	73	60	62	60
2024	51	58	32	100	76		46	53	3	75	62	64	62
2025	54	62	34	100	78		50	57	5	78	64	67	64
2026	60	66	36	100	80		55	61	7	82	66	71	66
2027	66	72	39	100	83		62	67	10	87	69	76	69

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

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Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	10	18	0	34	0	7	9	2	25	52	20	72
2022	100	40	56		91		57	22	50	76	71	65	69
2023	100	42	57		92		60	24	51	78	72	67	70
2024	100	45	59		94		63	27	53	80	74	69	72
2025	100	49	61		96		67	31	55	83	76	72	74
2026	100	53	63		98		72	35	57	87	78	76	76
2027	100	59	66		100		79	41	60	92	81	81	79

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

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Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	35	59	2	140	0	26	49	6	82	189	86	275
2022	60	49	51	100	81		46	47	50	76	68	65	67
2023	63	51	52	100	82		49	49	51	78	69	67	68
2024	66	54	54	100	84		52	52	53	80	71	69	70
2025	69	58	56	100	86		56	56	55	83	73	72	72
2026	75	62	58	100	88		61	60	57	87	75	76	74
2027	81	68	61	100	91		68	66	60	92	78	81	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

Gulledge

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Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	10	18	0	34	0	7	9	2	25	52	20	72
2022	100	30	33		68		43	22	0	56	54	40	50
2023	100	32	34		69		46	24	1	58	55	42	51
2024	100	35	36		71		49	27	3	60	57	44	53
2025	100	39	38		73		53	31	5	63	59	47	55
2026	100	44	40		75		58	36	8	67	61	51	57
2027	100	50	43		78		65	42	12	72	64	55	60

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
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	• Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • 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. **Fitness** • 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. **Physical Activity Requirements** • 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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, Executive Director for Student and Family Services	**Parent Involvement** ● 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 community informed. Funding source: State and Local ● 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		