

Rockwall Independent School District

Dorothy Smith Pullen Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Pullen Elementary nurtures positive relationships and equips learners to grow academically and socially to achieve their full potential as global citizens.

Vision

Our vision is for our students to be well prepared for their future, wherever it will lead them.

Value Statement

Our Core Values

Relationships

Growth

Resiliency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

| | Percentage |
|----------------------------------|------------|
| American Indian/Alaskan Native | 1% |
| Asian | 2.6% |
| Black or African American | 8.9% |
| Native Hawaiian/Pacific Islander | .5% |
| White | 80.6% |
| MR | 6% |
| Hispanic | 26.5% |
| | |
| LEP Served | 6.3% |
| Eco Dis | 27% |
| | |
| Male | 53.7% |
| Female | 46.3% |

Demographics Strengths

Pullen has a diverse population. Over the last several years, our population of ESL students has grown along with the special programs students we serve. We have 2 PreK classes, an ECSE, an ACE and 2 BASE classes on our campus. The population of students blends very well. Our campus embodies a mindset of all students are **our** students, regardless of socioeconomic background or special need.

Problem Statements Identifying Demographics Needs

Problem Statement 1: When looking at our Hispanic and African American student populations, 20-30% of Pullen's students within these groups are not meeting standard by approaching grade level on STAAR in one or more academic areas.

Root Cause: Some classroom resources and teaching practices may limit learning opportunities.

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Student Learning

Student Learning Summary

| Grade Level | Reading Approaches | | Reading Masters | | Math Approaches | | Math Masters | |
|-------------|--------------------|--|-----------------|--|-----------------|--|--------------|--|
| 3 | 89 | | 36 | | 87 | | 26 | |
| 4 | 94 | | 48 | | 80 | | 25 | |
| 5 | 89 | | 55 | | 87 | | 42 | |
| | | | | | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

| Grade Level | Science Approaches | | Science Masters | |
|-------------|--------------------|----|-----------------|----|
| 5 | | 72 | | 10 |

| Closing the Performance Gap-Student Groups | Econ Dis, African American, Hispanic | |
|--|--------------------------------------|--|
| | | |
| | | |
| | | |

Student Learning Strengths

Students in all grade levels are performing well in Reading as shown on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: When looking at closing the performance gap, our EB students and Economically disadvantaged students are not performing to the level of their peers.

Root Cause: Lack of solid Tier I instructional practices and resources prevents English Learner (EL) and economically disadvantaged students from accessing and mastering grade-level content, which results in a persistent performance gap with their peers.

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School Processes & Programs

School Processes & Programs Summary

At Pullen, all staff are highly qualified. Support systems for teachers include: campus instructional coaches, instructional technology specialist, SAGE specialist, and ESL specialist as well as Speech Language Pathologists and Dyslexia Therapists. The campus leadership team is engaged in analyzing data, identifying needs and next steps, and enlisting the support of campus staff. PLC meetings are held weekly. Leadership opportunities are encouraged on a variety of committees. Campus and district level curriculum support and resources are provided to support teachers in implementing district curriculum.

School Processes & Programs Strengths

PLCs at Pullen have focused on DuFour's 4 essential PLC questions to focus on student learning outcomes and next steps. Also, our MTSS processes have become more succinct. Goal setting and data tracking based on TEKS performances have been an integral part of our processes over the last school year as well.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Due to a lack of adequate time for training and implementation during the school day, our staff is unable to effectively master new programs, disaggregate data, utilize technology, and implement strong Tier I practices, which results in inconsistent and ineffective use of these critical school programs.

Root Cause: The school's professional development schedule and resource allocation do not align with the instructional demands placed on teachers, leading to insufficient time for effective training and practice. This systemic issue prevents the successful implementation of new initiatives and hinders staff members' ability to provide targeted support to diverse student populations.

Perceptions

Perceptions Summary

At Pullen Elementary, our campus focuses on authentic home/school relationships. We have an exceptionally active PTO. Our campus supports students in need by providing backpacks filled with food bank items weekly. Parents volunteer in the library to support teachers in learning experiences, along with other needs that may arise. The PAW Patrol program allows an opportunity for male role models to be a part of their child's education by volunteering at school.

The Pullen Connection is our weekly school newsletter providing families with upcoming events, praises, and ways families can be supported as well as provide support. Our library media specialist updates our website with student spotlight articles and accomplishments.

Students describe Pullen as a place where they are cared for, feel involved, and are safe. We engage a community of students building leadership skills by starting initiatives, such as fundraisers, and volunteering their time in younger grade levels.

Our core values are Relationships, Growth, and Resiliency.

Perceptions Strengths

Home and school communication is a current strength at Pullen Elementary. During this school year, our schoolwide weekly newsletter has reached on average over 600 recipients.

In the fall, Pullen teachers hold individual conferences with all students and parents. Students are able to share their goals, current accomplishments, and teachers are able to make an initial connection with families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ongoing communication for student progress for all families is not consistent.

Root Cause: Language barrier and parent involvement for low socioeconomic status, single-parent households, and dual-income families are obstacles.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data
- Study of best practices

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Goals

Goal 1: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in STAAR Performance from a scale score of 95 or higher.

Performance Objective 1: Increase student performance of all students achieving meets or masters by 5% on reading assessments as measured by STAAR.

Evaluation Data Sources: STAAR Reading Assessment Results, STAAR Performance Data Table

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Using RTI Protocol and MTSS tools, teachers, support staff, and instructional coaches will identify all students not mastering reading objectives and create early intervention plans developed to individual student needs.</p> <p>Strategy's Expected Result/Impact: Pre-PLC, Number of SST Meetings, Number of Sped referrals, Documented student progress, Student Grades, MTSS tracking</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers, Instructional coach, support staff, Reading Vertical Team.</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: PLC teams will meet to analyze, reflect, and plan targeted instruction based upon formative and summative assessment data.</p> <p>Strategy's Expected Result/Impact: student growth on formative and summative assessments, SGMs, benchmarks, and STAAR- based on growth by standard</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Instructional coach will model lessons and practices based on the RISD Instructional Expectation guide "playbook" -If needed, coach will reach out to other coaches or coordinator in areas of need. Instructional coaches will implement coaching cycles with individual teachers based on specific needs following RISD protocols.</p> <p>Strategy's Expected Result/Impact: Student Learning, teacher development</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |





| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Provide instruction and intervention utilizing small/flexible groups and kid sharing across grade level based on ongoing progress monitoring of student achievement data gathered from formative and summative assessments and discussed through PLC.</p> <p>Strategy's Expected Result/Impact: Student progress on targeted objectives</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Increase student performance in reading task by systematic planning of student discourse using Kagan and Lead4Ward strategies.</p> <p>Strategy's Expected Result/Impact: student engagement, increased oral language fluency, increased reading achievement</p> <p>Staff Responsible for Monitoring: Teachers</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in STAAR Performance from a scale score of 95 or higher.

Performance Objective 2: Increase student performance of all students achieving meets or masters 5% on math assessments as measured by STAAR.

Evaluation Data Sources: STAAR Math Assessment Results, STAAR Performance Data Table

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Using RTI Protocol and MTSS tools, teachers, support staff, and instructional coaches will identify all students not mastering math objectives and create early intervention plans developed to individual student needs.</p> <p>Strategy's Expected Result/Impact: PLC, Number of Sped referrals, Documented student progress, Student Grades, MTSS tracking</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers, Instructional Coach, support staff, math Vertical Team</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue to implement quality Tier 1 math instruction following the workshop model with fidelity.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Teacher implementation of professional development, Growth on district assessments, STAAR, Interim, mCLASS, observation feedback</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide instruction and intervention utilizing small/flexible group instruction based on ongoing progress monitoring of student achievement from formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Formative & Summative Assessment data, Benchmark data,</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Instructional Assistants, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: PLC teams will meet to analyze, reflect, and plan targeted instruction based upon formative and summative assessment data.</p> <p>Strategy's Expected Result/Impact: student growth on formative and summative assessments, benchmarks, and STAAR- based on growth by standard</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |





| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 5: Provide development opportunities for teachers to enhance teaching strategies to specifically address targeted TEKS as identified through Benchmarks, unit assessments, and formative assessments.</p> <p>Strategy's Expected Result/Impact: Formative and Summative Assessments Aware/Lead4Ward report training for teachers.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Team Leader</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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Goal 2: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in Closing the Achievement Gap by 5%.

Performance Objective 1: Increase 'Meets' Reading Performance Rate for Economically Disadvantaged sub population by 5%.





Evaluation Data Sources: Closing the Gaps Data Table

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Grade level goals will be reviewed and monitored.</p> <p>reflect progress K-1</p> <p>Strategy's Expected Result/Impact: targeted intervention will fill in learning gaps more effectively</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Focus on home-school relationships by making parent contact as needed.</p> <p>Strategy's Expected Result/Impact: joint ownership of student success</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in Closing the Achievement Gap by 5%.

Performance Objective 2: Increase Math 'Meets' Performance Rate for Economically Disadvantaged sub population from by 5%.


Evaluation Data Sources: Closing the Gaps Status Table

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Review of data related to content goals per grade level. Strategy's Expected Result/Impact: targeted intervention will fill in learning gaps more effectively Staff Responsible for Monitoring: Teachers, Instructional Coach | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Focus on home-school relationships by making parent contact as needed Strategy's Expected Result/Impact: joint ownership of student success Staff Responsible for Monitoring: Teachers, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in Closing the Achievement Gap by 5%.

Performance Objective 3: Increase overall Performance Rate for students receiving specialized instruction sub population by 5% in all tested areas.





Evaluation Data Sources: Aware, STAAR Results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Grade level goals will be updated and monitored throughout the year. Strategy's Expected Result/Impact: student progress/growth Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Focus on home-school relationships by making parent contact as needed Strategy's Expected Result/Impact: Joint Ownership of Student Success Staff Responsible for Monitoring: Teachers, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Continue Units of Study in grades K-6 with fidelity. Strategy's Expected Result/Impact: Students' writing abilities will improve Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in Closing the Achievement Gap by 5%.

Performance Objective 4: Increase the overall Science 'Meets' Performance Rate for Hispanic and African American sub populations by 5%.





Evaluation Data Sources: 2024-25 STAAR Performance Data Table

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Grade level goals will be updated and monitored throughout the year. Strategy's Expected Result/Impact: Student progress/growth Staff Responsible for Monitoring: Instructional Coach, Teachers, Principals | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Focus on home-school relationships by making parent contact as needed Strategy's Expected Result/Impact: Joint ownership of student success Staff Responsible for Monitoring: Campus Administration, Teachers | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Continue hands-on lab but tie into higher order thinking type questions and incorporate the SPICE model (upper grades) and CER (lower grades) Strategy's Expected Result/Impact: concept building & student growth/progress Staff Responsible for Monitoring: Teachers, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Focus on science vocabulary. Flash cards, silly sayings, acronyms, vocabulary quizzes, real world examples, make a connection, verbalize definitions into their own words Strategy's Expected Result/Impact: building a foundation of science vocabulary knowledge to in turn give students the tools to apply vocabulary to learning situations Staff Responsible for Monitoring: Teachers | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in Closing the Achievement Gap by 5%.

Performance Objective 5: Increase the overall Reading 'Meets' Performance Rate for Hispanic and African American sub populations by 5%.





Evaluation Data Sources: 2024-25 STAAR Performance Data Table

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Grade level goals will be updated and monitored throughout the year. Strategy's Expected Result/Impact: student progress/growth Staff Responsible for Monitoring: Instructional Coach, Teachers | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Focus on home-school relationships by making parent contact as needed Strategy's Expected Result/Impact: Joint ownership of student success Staff Responsible for Monitoring: Teachers, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: The overall Performance Index Report for 2026 Accountability for Dorothy Smith Pullen Elementary will show an increase in Closing the Achievement Gap by 5%.





Performance Objective 6: Increase overall Math Performance Rate for Hispanic and African American sub populations by 5%.

Evaluation Data Sources: 2024-25 STAAR Performance Data Table

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Grade level goals will be updated and monitored throughout the year. Strategy's Expected Result/Impact: student progress/growth- Staff Responsible for Monitoring: Instructional Coach, Teachers | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Focus on home-school relationships by making parent contact as needed Strategy's Expected Result/Impact: Joint ownership of student success Staff Responsible for Monitoring: Teachers, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: At Dorothy Smith Pullen Elementary, we will improve the quality of instruction and increase student learning.





Performance Objective 1: Teachers will utilize the Rockwall ISD Instructional Expectations document as a guide for designing the instructional day including instructional minutes, expectations, framework, and assessments

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Focus and prioritize planning of content, lessons, effective practices Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Purposeful small group instruction will be implemented in grades PK-6 Strategy's Expected Result/Impact: Determining students current levels of performance across content and individualizing small group/intervention/extension lessons to fit their needs in order to promote student growth. Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Job embedded professional development through instructional rounds, PLCs, & campus needs professional development opportunities. Strategy's Expected Result/Impact: improved instruction & student learning Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Instructional coach will model lessons and practices based on the RISD Instructional Expectations. Staff Responsible for Monitoring: Instructional Coach, Campus Administration | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: At Dorothy Smith Pullen Elementary, we will improve the quality of instruction and increase student learning.

Performance Objective 2: Utilize PLC meetings to target student needs based on common assessment data, summative assessment data, and teacher observation/anecdotal data.





Evaluation Data Sources: PLC Meeting Notes,

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement a cycle of analyzing student data.</p> <p>1. Analyze data 2. Make a Plan 3. Implement Plan 4. Revisit Student Progress Made based on adjustments- Reflect, Repeat</p> <p>Strategy's Expected Result/Impact: Teacher professional development & student success Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will set and track Student Growth Measures (SGM). When a SGM is attained, an new SGM will be created and tracked.</p> <p>Strategy's Expected Result/Impact: Student progress/growth Staff Responsible for Monitoring: Teachers, Instructional Coach, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Pullen Elementary will achieve an A rating on the state accountability system by having a score of 95 or better in the academic performance domain

Performance Objective 1: By June 2025, student attendance in all student groups will be 95% or above as measured by the State Accountability System.





Evaluation Data Sources: State Accountability System

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Monitor attendance on a regular basis and contact parents when students are absent.</p> <p>Strategy's Expected Result/Impact: Attendance Reports from TEA Performance Reporting. Skyward Attendance Reports pulled every nine weeks grading period. Attach an attendance tracker to student conduct folder and electronic notifications through A2A, parent contact after 2 days of absence. Incentive drawings for students with 100% attendance each month.</p> <p>Staff Responsible for Monitoring: PEIMS, Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 5: Dorothy Smith Pullen Elementary will guarantee access for all students to a College and Career Readiness program.

Performance Objective 1: By June 2026, a vertical plan for College and Career Readiness will be developed and implemented for all grade levels.





Evaluation Data Sources: Plan, list of events.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Dorothy Smith Pullen Staff will create a College and Career Readiness attitude in each class by discussing students' future goals and the education requirements to fulfill those career goals.</p> <p>Strategy's Expected Result/Impact: Goal setting, observation, Panther Dads give blurb on college/career on KPAWS.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Dorothy Smith Pullen will host a Career Day for students to meet and interact with professionals from many organizations and careers.</p> <p>Strategy's Expected Result/Impact: College and career awareness. Reach out to community to come share about their careers on KPAWS or in classes.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Staff and students of Dorothy Smith Pullen will designate the last Thursday of each month as "College and Career Readiness Day." Staff and students will wear a shirt representing a college or university.</p> <p>Strategy's Expected Result/Impact: College and career awareness will provide students with the possibilities available. College Thursdays: Ss and Ts wear college shirts.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Pullen students participate in leadership jobs as stepping stones to later become prepared for college or careers.</p> <p>Strategy's Expected Result/Impact: Students will become more aware of the effort and the process for which to reach a goal. In turn, students will be more likely to pursue future goals.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 6: Pullen Elementary will build a partnership between home, school, and community in order to promote success for all students and encourage parent and community involvement.

Performance Objective 1: School staff will make an effort to build positive relationships with all Pullen families including parent teacher conferences, participation in PTO general meetings, and three positive contacts before a negative contact.





Evaluation Data Sources: Teacher Documentation Logs

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Parent conferences will take place after the first grading period, where students and teachers will be able to highlight strengths and learning opportunities. Strategy's Expected Result/Impact: positive home-school relationship Staff Responsible for Monitoring: Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Positive phone calls, newsletters, & Pullen Connection will provide communication to parents. Strategy's Expected Result/Impact: Positive Home-School Relationships Staff Responsible for Monitoring: Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Pullen staff will take time to reach out to parents as needed to foster two way communication for the purpose of meeting students' needs. Strategy's Expected Result/Impact: Positive home school relationship, student success Staff Responsible for Monitoring: Teachers, Campus Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 7: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

Performance Objective 1: Dorothy Smith Pullen will partner with Medical City in implementing the 21 day challenge. The 21-Day Challenge is an opportunity to encourage students to be independently healthy by getting into the kitchen and making their own fruit and veggie snacks

Evaluation Data Sources: Students will receive a reward for their participation when all the steps of the 21-Day Challenge are complete.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Pullen elementary will participate in the 21 day challenge associated with Medical City Children's Hospital.</p> <p>Strategy's Expected Result/Impact: Students will know how to read nutrition labels and help them to make healthy snack choices.</p> <p>Staff Responsible for Monitoring: Campus PE teacher</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Pullen elementary will participate in the Healthy Zone program through The United Way and the Cooper Institute.</p> <p>Strategy's Expected Result/Impact: Concentrated effort to keep students moving and being active. Students will have a opportunities to participate in a variety of games, and activities to target remaining active.</p> <p>Staff Responsible for Monitoring: PE Teacher</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Pullen Elementary will offer additional clubs to promote physical activity and healthy living, such as Running Club on the MS track on Friday mornings, walking club in the gym before school Mon-Thurs, and Jump Rope Club</p> <p>Strategy's Expected Result/Impact: Running and walking club, as well as Jump Rope Club promote exercise and physical activity before and after school.</p> <p>Staff Responsible for Monitoring: Campus Coach, Administration</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |