Plano Independent School District

Gulledge Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

We believe every child deserves a safe haven where love, hope, and trusting relationships foster family engagement and academic excellence.

Vision

We envision a nurturing and inclusive environment where every child feels safe, loved, and valued.

Our goal is to foster a community where staff and families collaborate to support each student's academic and personal development.

We encourage curiosity, celebrate creativity, and nurture critical thinking. By promoting personal growth and a love for learning, we prepare students to thrive in a diverse world.

Our commitment to innovative teaching, equity, and collaborative partnerships ensures every student feels supported and inspired to achieve their dreams and become responsible, respectful, and lifelong learners.

Value Statement

Shared Commitmentments

To achieve the shared vision of our school community, Gulledge Elementary staff have developed the following collective commitments:

Treat All Stakeholders with Respect & Honesty

- The Gulledge staff commits to being respectful, accountable, and solution-oriented.
- We have a collective responsibility to collaborate with positive intent while keeping our focus on every student.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Analysis of HRS data indicates that inconsistent communication regarding academic expectations, student progress, and intervention supports leads to lower-than-targeted parent engagement and attendance across critical campus activities, including SST meetings, ARDs, parent-teacher conferences, and campus engagement activities.	Inconsistency in how and when information goes out directly explains why engagement can be inconsistent across SSTs, ARDs, and parent-teacher conferences.
2 ★	The implementation and delivery of Tier 2 and Tier 3 interventions and enrichment opportunities are inconsistent across grade-level teams, leading to variable progress monitoring and gaps in targeted student support.	When a campus lacks a clear, standardized MTSS process, individual grade-level teams are left to create their own methods for identifying students, selecting interventions, and tracking progress. This naturally leads to variable delivery and progress monitoring across classes and grade levels.
3 ★	Analysis of MAP growth/achievement data, T-TESS walkthroughs, lesson plans, and MAP teacher reports indicates that a lack of alignment and clarity regarding essential standards and curriculum scope leads to inconsistent Tier 1 instructional delivery across K-5 reading, math, and science.	Without explicit, standardized guidance defining which essential standards (TEKS/HPKS) must be prioritized
4 ★	STAAR and MAP assessment data indicate significant academic achievement gaps in reading and mathematics (Approaches Grade Level standard) among Emergent Bilingual (EB), Special Education, African American, Asian, and Hispanic student groups.	Teachers are not intentionally planning explicit small-group instruction for every student's individual needs (including special populations).

★ = Priority

Priorities

Priority 1 Pillar 1: Teaching & Learning

Goal 1

100% of Kindergarten through 5th-grade classrooms will implement high-quality, differentiated Tier 1 reading instruction across all performance levels, ensuring all students receive targeted small-group support while accelerating growth for students in Quintiles 1, 2, and 3, so that 65% of all students meet or exceed their projected growth target on the Reading MAP assessment.

Performance Target: At least 50% of identified HB students will achieve Approaches or higher on the Reading STAAR assessment.

Expected Result: Increased RLA proficiency and accelerated academic growth for HB-identified students, demonstrating mastery of grade-level reading standards through improved performance on Tier 1 instruction, progress monitoring, and state assessments.

Strategy 1

Standards Mastery & Curriculum Alignment: Reading and Language Arts teachers will engage in collaborative alignment to unpack reading standards to develop a clear understanding of how each standard is written, tested, and effectively taught. Instruction will focus on rigorous Tier 1 delivery with clear learning targets and success criteria aligned with STAAR expectations.

Staff Responsible for Monitoring: All instructional staff

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Teachers will design flexible, student-centered reading and language arts instruction tailored to each child's specific entry point. By assessing where each student is relative to standard mastery, teachers will provide targeted scaffolds and interventions specifically targeting students scoring below the 50th percentile to ensure they achieve Approaches or higher on STAAR.

Staff Responsible for Monitoring: All instructional staff

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Reading and Language Arts teams will regularly analyze MAP, mClass, and classroom assessment data during collaborative planning to track student movement across all quintiles. Teachers will collaborate to deploy targeted interventions and extensions, ensuring every student makes a year's growth and reaches or exceeds their MAP proficiency score.

Staff Responsible for Monitoring: All instructional staff

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	STAAR and MAP assessment data indicate significant academic achievement gaps in reading and mathematics (Approaches Grade Level standard) among Emergent Bilingual (EB), Special Education, African American, Asian, and Hispanic student groups.	Teachers are not intentionally planning explicit small-group instruction for every student's individual needs (including special populations).

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Analysis of MAP growth/achievement data, T-TESS walkthroughs, lesson plans, and MAP teacher reports indicates that a lack of alignment and clarity regarding essential standards and curriculum scope leads to inconsistent Tier 1 instructional delivery across K-5 reading, math, and science.	Without explicit, standardized guidance defining which essential standards (TEKS/HPKS) must be prioritized

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The implementation and delivery of Tier 2 and Tier 3 interventions and enrichment opportunities are inconsistent across grade-level teams, leading to variable progress monitoring and gaps in targeted student support.	When a campus lacks a clear, standardized MTSS process, individual grade-level teams are left to create their own methods for identifying students, selecting interventions, and tracking progress. This naturally leads to variable delivery and progress monitoring across classes and grade levels.

Priority 2 Pillar 1: Teaching & Learning

Goal 1

100% of Kindergarten through 5th-grade classrooms will implement high-quality, differentiated Tier 1 math instruction across all performance levels, ensuring all students receive targeted small-group support while accelerating growth for students in Quintiles 1, 2, and 3, so that 70% of all students meet or exceed their projected growth target on the Math MAP assessment.

Performance Target: At least 50% of identified HB students will achieve Approaches or higher on the Math STAAR assessment.

Expected Result: Increased Math proficiency and accelerated academic growth for HB-identified students, demonstrating mastery of grade-level math standards through improved performance on Tier 1 instruction, progress monitoring, and state assessments.

Strategy 1

Strategy 1: Unpacking & Standard-Aligned Tier 1 Instruction
Standards Mastery & Curriculum Alignment: Math teachers will engage in collaborative alignment to unpack math standards, developing a clear understanding of how each standard is written, tested, and effectively taught. Instruction will focus on rigorous Tier 1 delivery with clear learning targets and success criteria aligned with STAAR expectations.

Staff Responsible for Monitoring: All instructional staff.

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Strategy 2: Targeted Planning & Differentiated Student Support
Differentiated Instructional Planning: Teachers will design flexible, student-centered math instruction tailored to each child's specific entry point. By assessing where each student is relative to standard mastery, teachers will provide targeted scaffolds and intervention, specifically targeting students scoring below the 50th percentile to ensure they achieve Approaches or higher on STAAR.

Staff Responsible for Monitoring: All instructional staff.

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Strategy 3: Collaborative Data Protocols & Quintile Tracking
Data Collaboration & Multi-Tiered Growth: Math teams will regularly analyze MAP, DreamBox, and classroom assessment data during collaborative planning to track student movement across all quintiles. Teachers will collaborate to deploy targeted interventions and extensions, ensuring every student makes a year's growth as well as reaching or exceeding their projected MAP proficiency score.

Staff Responsible for Monitoring: All instructional staff

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The implementation and delivery of Tier 2 and Tier 3 interventions and enrichment opportunities are inconsistent across grade-level teams, leading to variable progress monitoring and gaps in targeted student support.	When a campus lacks a clear, standardized MTSS process, individual grade-level teams are left to create their own methods for identifying students, selecting interventions, and tracking progress. This naturally leads to variable delivery and progress monitoring across classes and grade levels.

Priority 3 Pillar 4: Safety, Wellness, & Community Engagement

Goal 1

100% of Kindergarten through 5th-grade classrooms will implement high-quality, consistent Tier 1 PBIS expectations and classroom management procedures across all instructional and common settings, ensuring all students receive proactive behavioral support while fostering positive outcomes for all student groups, so that documented behavior incidents (noncompliance, disruption, and safety) decrease by 20% compared to baseline data.

Performance Target: Reduce documented behavior incidents related to noncompliance, disruption, and safety by at least 20% compared to baseline data.

Expected Result: An improved classroom and campus climate characterized by consistent behavioral expectations, increased instructional time, and reduced disciplinary referrals.

Strategy 1

Teach, model and practice campus-wide expectations (Responsible, Respectful, Ready to Learn, and Be Safe) and common routines (transitions, hallway, small group, materials) during the first weeks of school and following major breaks, utilizing visual anchor charts and daily opportunities for practice with immediate feedback.

Staff Responsible for Monitoring: All staff

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Instructional staff will maintain an active physical presence across all settings (moving, scanning, positive interaction) and utilize proactive redirection alongside campus acknowledgment systems to maintain at least a 4:1 ratio of positive-to-corrective interactions.

Staff Responsible for Monitoring: All staff

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 3

Teachers will implement high-leverage engagement strategies--including frequent opportunities to respond, cooperative learning structures, brisk pacing, and differentiated instruction--to actively engage students and prevent off-task behaviors.

Staff Responsible for Monitoring: All staff

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	STAAR and MAP assessment data indicate significant academic achievement gaps in reading and mathematics (Approaches Grade Level standard) among Emergent Bilingual (EB), Special Education, African American, Asian, and Hispanic student groups.	Teachers are not intentionally planning explicit small-group instruction for every student's individual needs (including special populations).

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The implementation and delivery of Tier 2 and Tier 3 interventions and enrichment opportunities are inconsistent across grade-level teams, leading to variable progress monitoring and gaps in targeted student support.	When a campus lacks a clear, standardized MTSS process, individual grade-level teams are left to create their own methods for identifying students, selecting interventions, and tracking progress. This naturally leads to variable delivery and progress monitoring across classes and grade levels.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Analysis of HRS data indicates that inconsistent communication regarding academic expectations, student progress, and intervention supports leads to lower-than-targeted parent engagement and attendance across critical campus activities, including SST meetings, ARDs, parent-teacher conferences, and campus engagement activities.	Inconsistency in how and when information goes out directly explains why engagement can be inconsistent across SSTs, ARDs, and parent-teacher conferences.

Priority 4 Pillar 4: Safety, Wellness & Community Engagement

Goal 1

By the end of the school year, our campus overall attendance will meet or exceed the district target of 96.0% overall, or achieve at least a 0.5% percentage point increase in attendance during each six-week reporting period compared to the corresponding six-week period from the previous school year.

Performance Target: Meet or exceed the 96.0% overall campus Average Daily Attendance (ADA) rate, or demonstrate a minimum 0.5 percentage point increase in attendance across each six-week reporting period compared to the 2025-2026 school year.

Expected Result: Increased student instructional time, reduced chronic absenteeism across all student groups, and enhanced academic achievement resulting from consistent daily attendance and proactive campus outreach.

Strategy 1

The campus attendance team (administration, counselor, and attendance clerk) will conduct biweekly data reviews to track daily Average Daily Attendance (ADA) trends, identify students at risk of chronic absenteeism early, and initiate targeted interventions such as attendance contracts, student check-ins, and individual support plans.

Staff Responsible for Monitoring: All Instructional Staff & Data Clerk

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Staff will maintain consistent communication with families regarding the connection between regular attendance and academic success, while implementing positive campus-wide incentive programs to celebrate high attendance and progress across six-week reporting periods.

Staff Responsible for Monitoring: All Instructional Staff and Data Clerk

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Analysis of HRS data indicates that inconsistent communication regarding academic expectations, student progress, and intervention supports leads to lower-than-targeted parent engagement and attendance across critical campus activities, including SST meetings, ARDs, parent-teacher conferences, and campus engagement activities.	Inconsistency in how and when information goes out directly explains why engagement can be inconsistent across SSTs, ARDs, and parent-teacher conferences.

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 3, 2027 @ 3:15 PM	PLC Room	--	--
February 2, 2027 @ 3:15 PM	PLC Room	--	--
August 27, 2026 @ 3:15 PM	PLC Room	--	--

Members

First Name	Last Name	Position	Committee Role
William	Steen	Business Representative	Business Representative
Vera	Felcar	Community Member	Community Member
Jean	Lo	Community Member	Community Member
Savannah	Cole	Parent	Parent
Kala	Smith	Parent	Parent
Subhajit	Mitra	Parent	Parent
Sharad	Bhojane	Parent	Parent
Rasha	Elayan	Parent	Parent
Semanthi	Sinha	ELC para	Support Staff Member
Geralyn	Hendricks	Math Specialist at the district level	District Level Professional Staff
Jeemini	Lee	ESL teacher	Professional Non-Teaching Staff Member
Tara	Welch	Assistant Prinicpal	Professional Non-Teaching Staff Member
Denise	Bleggi	Principal	Professional Non-Teaching Staff Member
Linsday	McDoughall	3rd Grade Teacher	Faculty member
Tracy	Pham	2nd Grade Teacher	Faculty member
Yash	Gangal	Sped	Faculty member
Madison	Kindle	1st Grade Teacher	Faculty member
Kelsey	Thompson	2nd Grade Teacher	Faculty member
Stacy	Whitson	Kinder Teacher	Faculty member