

# Gullett Elementary School

## Campus Improvement Plan

### 2020/2021

*Thomas A. Gullett Elementary, A Living Experience*



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## **Campus Mission**

Our mission is to provide every student with the foundation needed to become productive, responsible citizens.

## **Campus Vision**

We believe that all children deserve acceptance and recognition and that all children can master the curriculum. Trained professionals and a balanced curriculum are needed for student success. Education is a partnership of home, school, and community.

## **Campus Values**

### **Geckos T.H.I.N.K.**

Our values are included in our campus-wide Positive Behavior Intervention System. We teach our children to demonstrate:

T. = Tenacity in all settings and situations

H= High expectations for themselves and their peers

I = Integrity [we do the right thing all the time, even if no one is watching]

N = No excuses [we own our mistakes and learn from them]

K = Kindness

## **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

## **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with first class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

On the first nine weeks assessment for 2019-2020, 75% of all students were meeting grade level for reading and 57% were at mastery level for reading. In math, 50% of all students were meeting grade level standards and 33% were at mastery level. In writing, 68% of 4th grade students were at meeting standards and 53% were at mastery standards.

### Student Achievement Weaknesses

On the 3rd grade reading STAAR for 2018-2019, only 70% of all students were meeting grade level standards. Of our economically disadvantaged population, 50% were reading on grade level. For our special education students, only 38% were reading on grade level. On the 3rd grade math STAAR, 53% of our economically disadvantaged students met grade level standards while only 50% of our special education students met the standard.

### Student Achievement Needs

Thomas A. Gullett Elementary needs to improve reading and math achievement for our economically disadvantaged and special education student populations.

### Student Achievement Summary

Although Thomas A. Gullett Elementary is doing well overall on the STAAR test, 3rd grade achievement scores for economically disadvantaged and special education populations are significantly below those of their peers in both reading and math.

## 2020-21 Campus and Targeted Improvement Plan Checklist: Gullett (117)

**Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.**

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
<b>2019 State Accountability Ratings</b>							
State Overall Scaled Score	TEA	96	89	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	94	93	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	90	77	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	80	75	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	100	81	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
<b>2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.</b>							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	83	75	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	MSR	MSR	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	78	88	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	70	50	No Data		GPM 1.4	
3 <sup>rd</sup> grade Reading % Meets Grade Lvl	All Students	STAAR	73	70	No Data	71	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	57	*	No Data	N/A	
	Hispanic	STAAR	69	73	No Data	74	
	White	STAAR	79	72	No Data	73	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	17	*	No Data	N/A	
	Special Education	STAAR	30	38	No Data	41	
	Economically Disadvantaged	STAAR	14	50	No Data	52	
3 <sup>rd</sup> grade Math % Meets Grade Lvl	All Students	STAAR	67	79	No Data	80	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	43	*	No Data	N/A	
	Hispanic	STAAR	44	91	No Data	91	
	White	STAAR	76	81	No Data	81	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	17	*	No Data	N/A	
	Special Education	STAAR	30	53	No Data	55	
	Economically Disadvantaged	STAAR	14	50	No Data	52	
English Learners	STAAR	-	*	No Data	N/A		
Domain 3 Reading Academic Achievement targets missed	STAAR	none	none	No Data	none	Required if any targets missed in 2018-19.	
Domain 3 Math Academic Achievement targets missed	STAAR	none	none	No Data	none	Excludes Continuously Enrolled and	

## 2020-21 Campus and Targeted Improvement Plan Checklist: Gullett (117)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	none	Hisp	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	none	Hisp	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	67	57	No Data	>36	Required if < 36
<b>2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.</b>						
Campus SEL implementation survey score	SEL Survey	70	74	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
<b>2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.</b>						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	8.3	21.1	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	1.4	12.3	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	93	94	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	1	4	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Recognized	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Compliance	Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

## 2020-21 Campus and Targeted Improvement Plan Checklist: Gullett (117)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	100	92	83
Principal Leadership (% favorable responses)*	TELL	99	92	83
There is an atmosphere of mutual trust and respect.	TELL	93	89	85
The faculty and leadership have a shared vision.	TELL	98	80	78
Overall, my school is a good place to work and learn.	TELL	98	96	97
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	92
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	90
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	92
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	79
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	77
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	83
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	93
I feel safe at my school.	Student Climate Survey	93	97	95
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	85	89	92
Managing Student Conduct subscale (% favorable responses)*	TELL	90	94	92
Students at this school follow rules of conduct.	TELL	91	92	91
Attendance rate (all students, grades 1-12)	PEIMS	96.8%	97%	As of 3/12/20: 96.4%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =-3%, Cardio =10%, Curl Ups =16%, Push Ups =25%, Sit & Reach =5%, Trunk Lift =13%	BMI =0%, Cardio =6%, Curl Ups =8%, Push Ups =13%, Sit & Reach =3%, Trunk Lift =0%	No Data

\*Subscale items have changed since 2018-19.

**Texas Education Agency  
2019 Accountability Ratings Overall Summary  
GULLETT EL (227901117) - AUSTIN ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		93	A
STAAR Performance	70	93	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 8.1%)	70	75	C
Closing the Gaps	86	81	B

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Ninety-five percent of students feel safe at Thomas A. Gullett Elementary School. Eighty-five percent of the staff indicated that there is an atmosphere of mutual trust and respect, and 97% stated that it is a good place to work and learn.

### School Culture and Climate Weaknesses

Seventy-eight percent of the staff indicated on the TELL survey that there is a shared vision between faculty and school leadership. Seventy-seven percent of staff indicated that teachers have an appropriate level of influence on decision making in this school.

### School Culture and Climate Needs

Administration wants to increase the percentage of staff who indicate that they have an appropriate level of influence on decision making in the school. There's also a need to continue to strengthen the shared vision between faculty and school leadership.

### School Culture and Climate Summary

Overall, an overwhelming majority of students and staff indicate that Thomas A. Gullett is a good place to work and learn. There is work to be done to ensure that teachers feel they have an appropriate level of influence on decision making.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

At Thomas A. Gullett Elementary, 91% of teachers state they have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy). Ninety percent of teachers indicated that teachers are effective leaders in this school. Ninety-eight percent indicated that professional development enhances teachers' abilities to improve student learning, and 95% stated that professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

needs.

## Staff Quality, Recruitment and Retention Weaknesses

Seventy-six percent of teachers indicated on the TELL Survey that school leadership effectively communicates policy, and 79% indicated that the school leadership consistently supports teachers.

## Staff Quality, Recruitment and Retention Needs

School leadership needs to formalize the decision making process for the staff. There is also a need for school leadership to find additional ways to support school staff.

## Staff Quality, Recruitment and Retention Summary

Overall, teachers report that Thomas A. Gullett Elementary is a good place to work. We have relatively low staff turnover rates, and the majority of staff indicate that they're happy working at Gullett. An area for improvement is in how decision-making is done by the school leadership team.

# Family and Community Involvement

## Family and Community Involvement Strengths

One hundred percent of staff decided that our community members support teachers, contributing to their success with students. Families indicated that 96% are treated with courtesy and respect by the principal, 97% by the teachers and staff, and 96% by the office staff.

Overall, families feel that their involvement in their child's education is welcomed by all campus staff and administrators. Ninety-four percent of families feel comfortable contacting our school.

## Family and Community Involvement Weaknesses

# Comprehensive Needs Assessment

Too many school events are held during working hours (56%). Some families indicated that a lack of child care prevented them from participating in school events (37%).

Families indicate that they need more information about gifted and talented services (23%).

## Family and Community Involvement Needs

The school can improve communication regarding when meetings are held, hold more school events outside of working hours, and examine whether child care can be an option for some families. The school can provide more information about gifted and talented services.

## Family and Community Involvement Summary

Overall, Thomas A. Gullett Elementary has extensive community support. Families indicate that they feel welcome at our school.

# Gullett Elementary School

**Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1.** (Written Protocols and Processes) Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement a collaborative decision-making tool for making group decisions. Resources needed: Time, Professional development. (Strategic Priorities: 1)	Instructional Leadership Team, Principal	May 2021	(L)Campus BTO	Criteria: On the 2020-2021 TELL survey, "the faculty has an effective process for making group decisions to solve problems," will increase from 82% to 90%.  03/30/21 - Completed 03/08/21 - On Track 12/15/20 - Significant Progress 12/15/20 - Significant Progress 10/22/20 - Some Progress

# Gullett Elementary School

**Goal 2.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

**Objective 1.** (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders conduct routine classroom visits and document these visits with written feedback within 48 hours. Resources needed: time, Classroom Feedback Google Form. (Strategic Priorities: 1,2)	Administrators	May 2021	(L)Campus BTO	Criteria: Feedback notes to teachers following informal classroom visits  03/08/21 - Some Progress 12/15/20 - Significant Progress 10/22/20 - Some Progress

# Gullett Elementary School

**Goal 3.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Resources needed: Family, staff and student surveys; time; professional development. (Strategic Priorities: 1)	Instructional Team	May 2021		Criteria: On the 2020-2021 TELL survey, 83% staff will indicate that the faculty and leadership have a shared vision.  03/30/21 - Discontinued 03/08/21 - No Progress 12/15/20 - Some Progress

# Gullett Elementary School

**Goal 3.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 2.** (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. Resources needed: professional development, time. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal	May 2021	(L)Campus BTO	Criteria: Implementation monitoring such as observation and self-report, a focus group tool to be designed by the SEL team and administered in staff meetings, meetings for non-instructors, and with randomly selected students. Focus groups will be conducted in May. Data from other monitoring tools will be reviewed by the SEL team once per quarter. We will create a campus-wide student survey to track the implementation and success of our work with restorative practices, zones of regulation, etc.  03/08/21 - On Track 12/15/20 - Significant Progress

# Gullett Elementary School

**Goal 4.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for students with disabilities and English learners among other student groups. Resources needed: Professional development. (Target Group: H,AA,ECD,LEP,SPED,GT,Dys) (Strategic Priorities: 2)</p>	Administrators, Teachers	May 2021		<p>Criteria: Lesson plans show differentiation for all groups of students. Student achievement increases for our historically underperforming populations (economically disadvantaged, special education, LEP, and dyslexic students so that 70% of these populations pass the 2021 Reading and Math STAAR.</p> <p>03/08/21 - On Track 12/15/20 - On Track 10/22/20 - Some Progress</p>
<p>2. All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. Resources needed: Time, professional development on use of eCST. (Target Group: H,AA,ECD,ESL,SPED,GT,Dys) (Strategic Priorities: 2)</p>	Administrators, Teachers	May 2021		<p>Criteria: CST Roster Based Groups; Resource/data/content binders</p> <p>03/08/21 - On Track 12/15/20 - On Track</p>

# Gullett Elementary School

**Goal 5.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom teachers will implement the Zones of Regulation scale for helping students identify and regulate emotions. Resources needed: Zones of Regulation anchor charts. (Target Group: All) (Strategic Priorities: 2)	Administrators, Teachers	December 2020		Criteria: Zones of Regulation scales or other anchor charts present in every classroom Peace Areas in every classroom  03/30/21 - On Track 12/16/20 - On Track 12/15/20 - On Track 10/22/20 - On Track



# Gullett Elementary School

**Goal 5.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 2.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Our entire school community will adopt and implement restorative practices within the next two years as measured by observation and self-report. For the 2020-2021 school year, we will work with a cohort of Gullett educators (at least two per grade level) to begin implementing tier 2 practices. Resources needed: Copies of Circle Forward for each grade level, time, professional development. (Target Group: All)</p>	<p>Administrators</p>	<p>May 2020</p>		<p>Criteria: Implementation monitoring such as observation and self-report, a focus group tool to be designed by the SEL team and administered in staff meetings, meetings for non-instructors, and with randomly selected students. Data from other monitoring tools will be reviewed by the SEL team once per quarter. We will create a campus-wide student survey to track the implementation and success of our work with restorative practices, zones of regulation, etc. Through this work we will see at least a 5% increase in students who report that "if I get angry at a classmate we can talk about it afterwards."</p> <p>03/30/21 - On Track 12/16/20 - On Track</p>
<p>2. Classroom teachers will implement the Zones of Regulation scale for helping students identify and regulate emotions. Resources needed: Zones of Regulation anchor charts. (Target Group: All)</p>	<p>Administrators, Counselor, SEL Committee, Teachers</p>	<p>December 2020</p>		<p>Criteria: Zones of Regulation scales or other anchor charts are present in every classroom. Peace areas are present in every classroom.</p> <p>12/16/20 - Completed</p>

# Gullett Elementary School

**Goal 6.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

**Objective 1.** (GT Campus Accountability Monitoring Plan) Campus' rating on the current year's GT Campus Accountability Monitoring Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All gifted and talented forms and paperwork will be submitted in a timely manner. Resource needed: Time. (Target Group: GT)	Counselor	December 2020		Criteria: Gullett will receive an Exemplary or Recognized' rating on the 2020-2021 GT Campus Accountability Monitoring Plan.  03/30/21 - Completed (S)

# Gullett Elementary School

**Goal 7.** (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All classrooms include at least one visible student progress tracking artifact, which is regularly updated. Resource needed: professional development. (Target Group: ECD,ESL,SPED,Dys,504) (Strategic Priorities: 2)	Administrators, Teachers, Team Leaders	Ongoing-Weekly		Criteria: Student goal setting artifacts, Exit tickets related to student goals, Chart  03/30/21 - Significant Progress 12/16/20 - Significant Progress
2. All 504 and Special Education timelines are met. Resource needed: Time. (Target Group: SPED,Dys,504)	504 Coordinator, Administrators, Special Education Staff	May 2021		Criteria: Acceliplan spreadsheet showing compliance with deadlines  03/30/21 - Some Progress 12/16/20 - Some Progress 10/22/20 - Some Progress
3. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Resources needed: Time, Professional development. (Target Group: H,AA,ECD,ESL,SPED,Dys,504) (Strategic Priorities: 2)	Administrators, Instructional Leadership Team, Teachers	May 2021		Criteria: Teacher data binders that determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding; Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review Lesson Plans show reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date  03/30/21 - On Track 12/16/20 - Significant Progress

# Gullett Elementary School

**Goal 8.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 1.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The SEL team will narrow a list of restorative practices to present to the school community by Thanksgiving break. One to two restorative practices will be selected to be piloted by at least two teachers in each grade band by the end of February. Resources needed: professional development, student and staff surveys.</p>	Assistant Principal	February 2021		<p>Criteria: Restorative practices checklist for each classroom (self-survey)</p> <p>03/30/21 - On Track 12/16/20 - On Track 12/16/20 - Pending</p>
<p>2. Professional learning will be provided to the pilot cohort during the 2020-2021 school year. Restorative practices selection will be finalized by the cohort, students, and administration. Resources needed: professional development, student/staff surveys, time.</p>	Assistant Principal	May 2021		<p>Criteria: Implementation will be monitored quarterly, and targeted support will be provided to result in full implementation by all staff within two school years (not including selection/pilot year).</p> <p>03/30/21 - On Track 12/16/20 - On Track</p>

## SY 20-21 CIP Developers List

Name	Position
Brown, Tisha	Principal
Williams, Alisha	Teacher
Ravare, Aaron	Teacher
Sapp, Erin	Teacher
Moore, Jennifer	Teacher
Detrich, Patricia	Teacher
Valentino, Ann	Teacher
Leatherwood-Schoolar, Tonia	Teacher
Hinojosa, Allison	Teacher
Bromberg, Anthony	Assistant Principal
Fischer, Allison	Teacher
Brackmeyer, Cindy	Counselor
Pitts, Barbara	CAC Co-chair
Cook, Lindsey	CAC Co-chair (Parent)
Drinks, LaKesha	Principal Supervisor