

Coppell Independent School District
Pinkerton Elementary
2018-2019 Campus Improvement Plan



Mission Statement

CISD Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pinkerton Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools and a freshman campus. Pinkerton Elementary serves a diverse student population in grades EC-5. In the 2017-18 school year, total enrollment was 438 which represents an increase of 5.3% since 2013-14 (416 learners).

In 2017-18, the K -5 student population was 46.8% Asian, 40.6% White, 7.6% Hispanic, 1.2% African American, 0.2% Native Hawaiian/Pacific Islander, 0.2% American Indian/Alaskan Native and 3.5% Two or More ethnicities. Females made up 50.0% of the learners and males represented 50.0%. Our economically disadvantaged percentage was 1.8%.

Our K-5 English Learner (EL) population consisted of 34 learners that made up 7.8% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (47.1%), Hindi (11.8%), Tamil (8.8%), Malayalam (8.8%), and Mandarin Chinese (5.9%). Additionally, 2.9% of our ELs were also economically disadvantaged.

Our 49 gifted and talented learners in K-5 constituted 11.3% of our population. Our gender split in the GT group was 55.1% female and 44.9% male. Of the four major ethnic groups, our GT learners were 65.3% Asian, 24.5% White, 2.0% Hispanic and 0% African American learners.

We had 29 learners in K-5 that qualified for special education services, which represented 6.7% of our population. There were 28 learners with 504 accommodations, which was 6.5% of the total enrollment.

The average daily attendance for our campus in 2017-18 was 96.9%, a decrease of 0.6% from the prior year.

Pinkerton Elementary employed 26 teachers and 1 instructional aide in the 2017-18 school year. The number of teachers increased by 1 from the prior year while the number of aides had remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 100% White, 0% Hispanic, 0% African American, 0% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 0% Two or More ethnicities. Females made up 92.3% of the staff and males represented 7.7%.

Overall, our teachers had a varying level of professional experience: 7.7% (2) were new to teaching with 0-1 years of experience, 19.2% (5) had 2-5 years, 11.5% (3) had 6-10 years, 26.9% (7) had 11-15 years, 11.5% (3) had 16-20 years, and 23.1% (6) had more than 20 years. Looking at longevity within the district, 15.4% of our teachers had 0-1 years in district, 26.9% had 2-5 years, 11.5% had 6-10 years, 23.1% had 11-15 years, 11.5% had 16-20 years and 11.5

had more than 20 years. The average years of professional experience was 12.73 with 8.96 years in the district.

Advanced degrees were held by 19.2% of our teachers: 5 with master's degrees and 0 with doctorates. Our campus principal had 26 years of career experience in a professional position (not necessarily as a principal) and 20 years in Coppell. Our assistant principal(s) had an average of 24 years of professional experience and 11 years in the district.

Our teacher retention rate from 2016-17 to 2017-18 was 96.0%. For educational aides it was 100%. We hired 2 new teachers in 2017-18. The characteristics of our new teachers were as follows: 100% White, 100% female, 50% new to teaching, 50% with 6-10 years of professional experience and 100% new to the district. The average years of professional experience was 3 with 0 years in the district. 0% of our new teachers had advanced degrees.

Demographics Strengths

- Pinkerton has high parental support and participation in campus activities.
- We offer many opportunities for community and parents to celebrate learning and social emotional throughout the year.
- Teacher retention rate is has stayed consistently high over the past 5 plus years.
- Over 50% of the educators at Pinkerton have more than 10 years of classroom experience.
- Pinkerton has a campus family feel due to its smaller size.
- Pinkerton learners feel welcomed and have many opportunities to celebrate their character.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for increased inclusion support of our SPED learners to ensure access to Tier I instruction in the classroom. **Root Cause:** There is a growing caseload of SPED learners with more intensive needs.

Problem Statement 2: There is a need to improve communication between home and school. **Root Cause:** Parents need more support in understanding learner strength and deficits both academically and behaviorally.

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** All learners need to feel valued and respected.

Student Academic Achievement

Student Academic Achievement Summary

Summary of STAAR Math Data from 2016-2018:

	3rd Grade	4th Grade	5th Grade
Approaches	96%-99%	85%-98%	94%-96%
Meets	67%-83%	57%-82%	70%-80%
Masters	44%-61%	43%-52%	43%-54%

Summary of STAAR Reading Data from 2016 to 2018

	3rd Grade	4th Grade	5th Grade
Approaches	89%-99%	91%-94%	94%-96%
Meets	75%-75%	66%-82%	82%-84%
Masters	55%-47%	35%-48%	60%-55%

Summary of STAAR Writing Data from 2016 to 2018

	4th Grade
Approaches	88%-89%
Meets	66%-66%
Masters	42% to 38%

Summary of STAAR Science Data from 2016 to 2018

5th Grade

Approaches	87% to 90%
Meets	41% to 58%
Masters	6% to 29%

Student Academic Achievement Strengths

- Math Scores in Grades 3-5 have continued to increase in all three reporting categories.
- Number of learners approaches and meets standard for Reading STAAR has increased for Grades 3-5.
- All reporting categories of approaches, meets, and masters standard for Science 5th grade STAAR have increased.
- Learners in 3-5 grades are approaches standard with an average of 97% over the past three years
- Pinkerton earned a distinction in reading/ELA for grades 3-5 in comparison to like districts.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores have historically shown a decrease in students earning approaching standard over the last three years. **Root Cause:** There has been a lack of structure and vertically aligned curriculum and instruction in the area of writing/language arts.

Problem Statement 2: There has not been an increase in the level of mastered standard for 3rd and 5th grade reading. **Root Cause:** There has been a lack of training, resources, and curriculum to support Balanced Literacy.

Problem Statement 3: Even though our learners that received mastered standard in Science is increasing, we are below the district average. **Root Cause:** There needs to be more intentional science focus, over and above the integrated IB unit science alignment.

Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** There has been a lack of balanced instruction, intervention and enrichment in all content areas.

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** Data recording and progress monitoring have not been clearly communicated between teams and learners.

Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.

Problem Statement 7: There is a need to focus on digital learning, digital citizenship and information literacy resulting in increased learner achievement. **Root Cause:** Learners are not using the full potential of digital tools to show mastery of learning.

Problem Statement 8: For the past two years, Math STAAR scores for 4th and 5th grades have not shown expected growth. This could lead to our campus having to create an intervention strategy plan for improvement. **Root Cause:** Many of the learners were scoring in the 80's on the previous STAAR, and to show a year's growth, would have to score above 80 percent. There has been a lack of district aligned math resources until now. A strong push for the writing STAAR has been prevalent in 4th grade.

School Processes & Programs

School Processes & Programs Summary

At Pinkerton Elementary, educators engage in the following activities to support our professional learning community:

- Collaborative Planning Time - Educators meet regularly to engage in the cyclical processes of collaborative teams.
- Campus Professional Learning - Educators learn together on topics of focus for the campus.
- Vertical Content Team Planning - PK-5 educators meet monthly in content teams in order to improve learning outcomes for all learners.
- IB Unit Design/Reflection Days - Educators meet once per nine weeks, for a full day, to design and reflect on IB unit planners.
- Ongoing IB Professional Learning- Educators meet with IB Coordinator quarterly to enhance understanding of the IB-PYP Curriculum Framework.
- Focus on international mindedness through the ongoing practice of IB Learner Profile.

Pinkerton Elementary educators have been trained on the CISD Classroom Management Framework and restorative discipline practices to address behavior concerns. We have developed expectations for common areas to create a culture of respect, responsibility, safety, and preparedness. We are a State and National School of Character as well as a United Way Healthy Zone School.

School Processes & Programs Strengths

- Parents, staff, and learners are committed to the IB program. It has helped to shape the whole child and we can see results as they move from K-5.
- Pinkerton is focused on the development of learner agency through voice, choice, and ownership of learning.
- Systems have been put in place to ensure purposeful time within the school day where learners are receiving intervention and enrichment.
- Pinkerton has a very low staff turnover rate.
- Pinkerton is comprised of a strong family atmosphere committed to learners, staff, and community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for K-5 alignment of balanced literacy in the areas of reading and writing. **Root Cause:** There is a need for updating of balanced literacy structures. Only certain teachers have benefited from the literacy academies.

Problem Statement 2: There is a need for tight PLC expectations from all teams. **Root Cause:** Some teachers are pretty new to this process, and the data that drives the process. They need more direction and training as to where they are in the process and how we can support each other to improve.

Problem Statement 3: There is a need for alignment between IB and district expectations. **Root Cause:** District scope and sequence is not integrated with IB

units of study.

Problem Statement 4: Pinkerton is unable to be a true school of choice for IB. **Root Cause:** High enrollment and small campus building size impacts Pinkerton as a school of choice.

Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. **Root Cause:** Aligned instructional practices and resources were lacking.

Perceptions

Perceptions Summary

Coppell ISD took part in a Strategic Design Initiative, which resulted in the identification of four main core values. The focus areas are: Relationships, Great Teaching, Engagement, and Redefining Success. Pinkerton's guiding purpose aligns with the district's core values and strives to foster each of the four identified core values through a variety of means.

Pinkerton defines this by the constant cultivation of relationships to create a family atmosphere. Educators work collaboratively to refine practices to meet individual needs of all learners. Our staff searches for diverse ways to meet both academic and social/emotional needs. We have created systems to ensure that progress is continuously being monitored and that learners are receiving what they need each day. We celebrate the small victories for each learner, and by doing so, we encourage all learners to reach their potential.

Pinkerton is consistently creating an inclusive and welcoming atmosphere. We work collaboratively with our PTO to provide resources and engaging opportunities for all Pinkerton families. Pinkerton hosts various clubs and activities to support well-being to provide academic and social/emotional balance for our learners and their families. We value clear and timely communication with our stakeholders, as we are partners in education. Our IB learner is one that celebrates themselves and others as: communicators, caring, knowledgeable, principled, a risk-takers, reflective, open-minded, inquirers, thinkers and well-balanced. This profile is infused seamlessly into the pulse of the campus as the learners walk the walk to show these attributes on a daily basis.

Perceptions Strengths

- There is a high participation in campus and community events amongst Pinkerton stakeholders.
- We develop strong relationships between parents, staff, and learners.
- Pinkerton has a smaller campus feel where all staff treats learners as their own.
- Pinkerton stakeholders are able to participate in the IB/PYP Program.
- We have a culturally diverse population at Pinkerton.
- Pinkerton operates as a Professional Learning Community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase and align processes and procedures resulting in a safe and secure learning environment. **Root Cause:** Continued need to focus on safety in our world and align our practices across the district.

Problem Statement 2: There is a need to increase professional learning for all staff in the area of culturally responsive teaching. **Root Cause:** Barriers exist

within the school community due to lack of understanding.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records 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 for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Study of best practices
- Action research results
- Other additional data

Goals

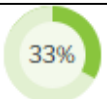

Revised/Approved: January 15, 2015







Goal 1: Personal Growth and Experiences: Pinkerton Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All K-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Source(s) 1: District High Priority Learning Standards, Learning Framework, Response to Intervention Spreadsheet, District Improvement Plan, Curriculum Guide/District Scope and Sequence, Parent and Learner surveys, WIN time, IB Planners

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will use collaborative planning time to unpack state standards, develop common formative assessments, and analyze the data to plan for interventions and enrichment	Campus staff, Campus administration, Instructional Coach	-increase positive impact of Tier I instruction -more vertical alignment and increased depth of content -decrease in the amount of tiered learners in the areas of reading and math -thorough data analysis, educators can pinpoint exact need and offer timely intervention and enrichment				
Problem Statements: Student Academic Achievement 4, 5						
2) Implement Reading and Writing Workshop process to support Balanced Literacy	Campus staff, campus administration, Instructional coach	-provides a vertical alignment for language arts instruction K-5 -learners will receive focused independent, small group, and mini lesson instruction -allows for educators to identify learners strengths and deficits -allows repetitive practice of skills over time				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1						

<p>3) Increase learner agency by participating in the planning and ownership of inquiry units</p>	<p>Campus staff, campus administration, Instructional Coach, campus IB coordinator, campus librarian</p>	<p>-increased learner connectedness and engagement to the learning -deeper understanding</p>				
<p>Problem Statements: Student Academic Achievement 5, 6</p>						
<p>4) Provide time for staff to design and reflect on previous and future IB units</p>	<p>Campus administration, campus IB coordinator, instructional coach, campus librarian, campus ESL specialist</p>	<p>-allow for focused alignment of inquiry cycle for each unit -needs assessment contributes to high quality instruction -reflection and collaboration time leads to enhanced units and more positive mastery of content</p>				
<p>Problem Statements: School Processes & Programs 3, 5</p>						
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Performance Objective 1 Problem Statements:

<p>Student Academic Achievement</p>	
<p>Problem Statement 1: Writing scores have historically shown a decrease in students earning approaching standard over the last three years.</p>	<p>Root Cause 1: There has been a lack of structure and vertically aligned curriculum and instruction in the area of writing/language arts.</p>
<p>Problem Statement 2: There has not been an increase in the level of mastered standard for 3rd and 5th grade reading.</p>	<p>Root Cause 2: There has been a lack of training, resources, and curriculum to support Balanced Literacy.</p>
<p>Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.</p>	<p>Root Cause 4: There has been a lack of balanced instruction, intervention and enrichment in all content areas.</p>
<p>Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.</p>	<p>Root Cause 5: Data recording and progress monitoring have not been clearly communicated between teams and learners.</p>
<p>Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.</p>	<p>Root Cause 6: Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.</p>
<p>School Processes & Programs</p>	
<p>Problem Statement 1: There is a need for K-5 alignment of balanced literacy in the areas of reading and writing.</p>	<p>Root Cause 1: There is a need for updating of balanced literacy structures. Only certain teachers have benefited from the literacy academies.</p>
<p>Problem Statement 3: There is a need for alignment between IB and district expectations.</p>	<p>Root Cause 3: District scope and sequence is not integrated with IB units of study.</p>
<p>Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design.</p>	<p>Root Cause 5: Aligned instructional practices and resources were lacking.</p>

Goal 1: Personal Growth and Experiences: Pinkerton Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

Evaluation Data Source(s) 2: CTT meeting minutes, educator data sheets, Common Formative Assessments, Schoology AMP, dedicated time for data analysis, learner data logs, use of data protocols, RtI spreadsheet

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will use a system to monitor learner progress to show strengths/deficits and next steps in instruction	Campus staff, campus administration, campus IB coordinator, instructional coach	-Campus will be aligned in the process of analyzing data -Focused instructional strategies/intervention/enrichment will be created based on data				
Problem Statements: Student Academic Achievement 4, 5						
2) Learners reflect on learning progress toward proficiency	Campus staff, campus administration, campus IB coordinator, instructional coach	-Learners taking ownership for learning progress -Learners knowing specifically what areas are strengths and areas of growth -sets expectations for future goals				
Problem Statements: Student Academic Achievement 5, 6						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:






Student Academic Achievement
Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 4: There has been a lack of balanced instruction, intervention and enrichment in all content areas.
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Data recording and progress monitoring have not been clearly communicated between teams and learners.
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.

Goal 1: Personal Growth and Experiences: Pinkerton Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 3: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

Evaluation Data Source(s) 3: counselor learner log, behavior gating, behavior RtI spreadsheet, 504 minutes, SPED minutes, learner surveys, guidance class learner feedback

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Teachers will collaborate to create purposeful interaction of buddy classes to build authentic relationships to increase our inclusive environment.	Campus staff, campus administration, campus counselor, Pinky Pals	minimum once per month meetings, increase relationships, increase social emotional well being				
Problem Statements: Demographics 3 - Student Academic Achievement 6						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:



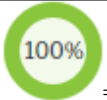



Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: All learners need to feel valued and respected.
Student Academic Achievement
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.

Goal 1: Personal Growth and Experiences: Pinkerton Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 4: Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Source(s) 4: District benchmark assessments, STAAR results, RtI spreadsheet, CFA learner data logs, progress report, report cards, Campus report card

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will identify focused learning targets, progress will be monitored by both learner and teacher.	Campus staff, campus administration, instructional coach, GtI specialist, ESL specialist, SPED case managers	increased learner performance, reduced amount of learners in Tiers II and III				
Problem Statements: Student Academic Achievement 4, 5 - School Processes & Programs 2 Funding Sources: 199 - State Comp Ed - 1427.00						
2) Staff designs daily intervention and enrichment for learners to provide individualized support	Campus staff, campus administration, instructional coach, GtI specialist, ESL specialist, SPED case manager, 504 case manager	-all learners get what they need -builds learners confidence -team is able to build relationships with learners outside their classroom				
Problem Statements: Student Academic Achievement 5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 4: There has been a lack of balanced instruction, intervention and enrichment in all content areas.

Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause 5:** Data recording and progress monitoring have not been clearly communicated between teams and learners.

School Processes & Programs

Problem Statement 2: There is a need for tight PLC expectations from all teams. **Root Cause 2:** Some teachers are pretty new to this process, and the data that drives the process. They need more direction and training as to where they are in the process and how we can support each other to improve.

Goal 1: Personal Growth and Experiences: Pinkerton Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 5: STAAR scores at the Approaches Grade Level for Special Education, ESL, and Economically Disadvantaged will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 5: STAAR report card, district individualized STAAR reports, STAAR progress over time, IEP progress reports, TELPAS and LPAC data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement school wide Collaborative Team Time (CTT) to allow SPED and ESL staff to collaborate with general education.	Campus staff, campus administration, SPED case managers, ESL specialist	-increase performance, alignment between SPED, ESL and general education staff				
Problem Statements: Demographics 1 - Student Academic Achievement 4, 5						
2) Monitor English learner (EL) progress and provide interventions for continued growth	Campus staff, campus administration, ESL specialist	increase from language acquisition levels on TELPAS, IPT				
Problem Statements: Student Academic Achievement 5 - School Processes & Programs 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need for increased inclusion support of our SPED learners to ensure access to Tier I instruction in the classroom. Root Cause 1: There is a growing caseload of SPED learners with more intensive needs.
Student Academic Achievement
Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 4: There has been a lack of balanced instruction, intervention and enrichment in all content areas.
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Data recording and progress monitoring have not been clearly communicated between teams and learners.

School Processes & Programs






Problem Statement 2: There is a need for tight PLC expectations from all teams. **Root Cause 2:** Some teachers are pretty new to this process, and the data that drives the process. They need more direction and training as to where they are in the process and how we can support each other to improve.

Goal 1: Personal Growth and Experiences: Pinkerton Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 6: STAAR scores at the meets or masters Grade level will increase over the previous year in each subject area assessed.

Evaluation Data Source(s) 6: CFAs, RtI spreadsheets, SMART goals, grade level data sheets

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Staff will identify learners that are in the approaching, meets, and masters and design instruction/intervention to increase progression	Campus staff, campus administration, instructional coach, GtI specialist, ESL specialist, SPED case manager, 504 case manager	-focused and intentional design to ensure forward progress -identifies specific content areas in need of reteach/enrichment				
Problem Statements: Student Academic Achievement 1, 2, 3, 5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: Writing scores have historically shown a decrease in students earning approaching standard over the last three years. Root Cause 1: There has been a lack of structure and vertically aligned curriculum and instruction in the area of writing/language arts.
Problem Statement 2: There has not been an increase in the level of mastered standard for 3rd and 5th grade reading. Root Cause 2: There has been a lack of training, resources, and curriculum to support Balanced Literacy.
Problem Statement 3: Even though our learners that received mastered standard in Science is increasing, we are below the district average. Root Cause 3: There needs to be more intentional science focus, over and above the integrated IB unit science alignment.
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Data recording and progress monitoring have not been clearly communicated between teams and learners.

Goal 2: Authentic Contributions: Pinkerton Elementary will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All K-5th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Source(s) 1: IB portfolio reflections, learner surveys, interest inventories, IB planners, CTT design

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Create opportunities to enhance real world experiences that tie to IB units	Campus staff, campus administration, instructional coach, campus IB coordinator	-increase in community partnerships, -increase international mindedness, -creates connections to future ready outcomes				
Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 5						
2) Provide mentor opportunities for learners	Campus staff, campus administration, IB coordinator, campus counselor, instructional coach	-increase authentic relationships with mentors -increase learner confidence to promote more positive behavior				
Problem Statements: Demographics 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: All learners need to feel valued and respected.
Student Academic Achievement
Problem Statement 1: Writing scores have historically shown a decrease in students earning approaching standard over the last three years. Root Cause 1: There has been a lack of structure and vertically aligned curriculum and instruction in the area of writing/language arts.

Problem Statement 3: Even though our learners that received mastered standard in Science is increasing, we are below the district average. **Root Cause 3:** There needs to be more intentional science focus, over and above the integrated IB unit science alignment.

School Processes & Programs

Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. **Root Cause 5:** Aligned instructional practices and resources were lacking.

Goal 2: Authentic Contributions: Pinkerton Elementary will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All K-5th grade learners will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.)

Evaluation Data Source(s) 2: IB Planners, learner reflections, learner BULB portfolios, parent feedback, IB SMORE, Global Citizen recipients

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement use of Bulb digital portfolios and IB student notebooks to showcase learning	Campus staff, campus administration, campus DLC, instructional coach, campus IB coordinator	parent communication tool, promote student agency				
Problem Statements: Demographics 2 - Student Academic Achievement 7						
2) Learners will highlight IB learning through summative presentations	Campus staff, campus administration, campus IB coordinator, instructional coach	-learners show understanding, connections and application of their learning -learners initiating action based on learning -increase of global perspectives				
Problem Statements: School Processes & Programs 3, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to improve communication between home and school. Root Cause 2: Parents need more support in understanding learner strength and deficits both academically and behaviorally.
Student Academic Achievement
Problem Statement 7: There is a need to focus on digital learning, digital citizenship and information literacy resulting in increased learner achievement. Root Cause 7: Learners are not using the full potential of digital tools to show mastery of learning.
School Processes & Programs
Problem Statement 3: There is a need for alignment between IB and district expectations. Root Cause 3: District scope and sequence is not integrated with IB units of study.

Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. **Root Cause 5:** Aligned instructional practices and resources were lacking.

Goal 3: Well-Being and Mindfulness: Pinkerton Elementary will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: All K-5th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

Evaluation Data Source(s) 1: District clarity survey, feedback from digital citizenship training, discipline records, Wonder quotes, student selected quotes, daily announcement update, buddy classes, Super Stetson tied to learner profiles, Global Citizen, guidance lessons, behavior RtI

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will utilize Digital Citizenship Classroom Training Resources	Campus staff, campus administration, campus DLC, campus librarian	-Learners will show appropriate technology responsibility				
Problem Statements: Student Academic Achievement 7						
2) Continue to expand opportunities that highlight kindness and inclusiveness	Campus staff, Campus administration, Campus Counselor	-builds a strong learner community -differences are better understood and tolerated -builds empathy of the learners at Pinkerton				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 6						
3) Teachers will embed IB learner profile design lessons to increase the application of the attributes	Campus staff, campus administration, campus IB coordinator, instructional coach, campus counselor	-Learners will show growth in social-emotional characteristics				
Problem Statements: Demographics 3 - Student Academic Achievement 6 - School Processes & Programs 5						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for increased inclusion support of our SPED learners to ensure access to Tier I instruction in the classroom. Root Cause 1: There is a growing caseload of SPED learners with more intensive needs.

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: All learners need to feel valued and respected.
Student Academic Achievement
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.
Problem Statement 7: There is a need to focus on digital learning, digital citizenship and information literacy resulting in increased learner achievement. Root Cause 7: Learners are not using the full potential of digital tools to show mastery of learning.
School Processes & Programs
Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. Root Cause 5: Aligned instructional practices and resources were lacking.

Goal 3: Well-Being and Mindfulness: Pinkerton Elementary will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: We will continue to investigate, explore and create tools/strategies that support our families ability to enhance and extend their child's learning.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Expand Schoology opportunities to support the academic connection between home and school	Campus staff, campus administration, instructional coach, campus DLC	-parents will be informed of learners academic progress updates -parents will be apprised of classroom strategies that are reviewed in class				
Problem Statements: Demographics 2 - Student Academic Achievement 5, 7						
2) Learner growth through IB units will be shared with parents through the creation of an IB SMORE	Campus staff, campus administration, campus IB coordinator	-increased understanding of content design within IB units -shows historical growth over time both academically and socially				
Problem Statements: Demographics 2 - School Processes & Programs 5						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to improve communication between home and school. Root Cause 2: Parents need more support in understanding learner strength and deficits both academically and behaviorally.
Student Academic Achievement
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Data recording and progress monitoring have not been clearly communicated between teams and learners.
Problem Statement 7: There is a need to focus on digital learning, digital citizenship and information literacy resulting in increased learner achievement. Root Cause 7: Learners are not using the full potential of digital tools to show mastery of learning.
School Processes & Programs

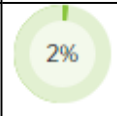


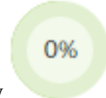

Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. **Root Cause 5:** Aligned instructional practices and resources were lacking.

Goal 3: Well-Being and Mindfulness: Pinkerton Elementary will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 3: We will continue to provide training for all stakeholders in order to eliminate bias in instruction, assessment, and communication.

Evaluation Data Source(s) 3: Campus surveys: parents, learners, and staff, learner feedback, CTT design, IB planners

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Staff will engage in a campus wide book study of "Bright Ribbons: Weaving Culturally Responsive Teaching in the Elementary Classroom."	Campus staff, campus administration, ESL specialist	-increased awareness to culturally responsiveness -give staff strategies to respond positively to diverse cultures -increased positive relationships with all learners -empathy of differences between learners				
Problem Statements: Demographics 3 - Perceptions 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:






Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: All learners need to feel valued and respected.
Perceptions
Problem Statement 2: There is a need to increase professional learning for all staff in the area of culturally responsive teaching. Root Cause 2: Barriers exist within the school community due to lack of understanding.

Goal 3: Well-Being and Mindfulness: Pinkerton Elementary will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 4: We will provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Source(s) 4: campus threat assessments, behavior gating, behavior RtI, SPED progress reports, 504 minutes, learner surveys, parent feedback

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators will embed specific lessons in Unit Planners to teach the development of the attributes of the Learner Profile	Campus staff, campus administration, campus IB coordinator, instructional coach, campus counselor	-improved learner behavior -increase international mindedness -leads to learner action through service learning				
Problem Statements: Student Academic Achievement 6 - School Processes & Programs 5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 6: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause 6: Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.
School Processes & Programs
Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. Root Cause 5: Aligned instructional practices and resources were lacking.

Goal 3: Well-Being and Mindfulness: Pinkerton Elementary will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 5: We will continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Source(s) 5: District safety audit, student code of conduct, parent, learner and staff feedback, minutes from campus safety committee

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Train staff in Standard Response Protocol.	Campus staff, campus administration, campus SRO	alignment of safety protocol, additional parent communication regarding safety				
Problem Statements: Perceptions 1						
2) Review with learners, staff, and Pinkerton community safety drill protocols	Campus staff, campus administration, campus safety team	-more aware and safe campus -creates home and school connection to discuss drill safety -establishes transparent communication				
Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: There is a need to increase and align processes and procedures resulting in a safe and secure learning environment. Root Cause 1: Continued need to focus on safety in our world and align our practices across the district.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: We will work with the district to provide professional learning and calibrate the implementation of Professional Learning Communities (PLCs) for all campuses.

Evaluation Data Source(s) 1: PLC coaching academy, CTT minutes, TTESS team and individual goals, self assessment rubrics, leadership team minutes and action steps

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Increase understanding of Professional Learning Community structures and protocols	Campus staff, campus administration, District C&I team, instructional coach, campus IB/GtI coordinator, ESL specialist	-offers a unified collaborative voice between grade levels and vertical teams -learners are receiving targeted instruction from the timely and consistent monitoring of data				
Problem Statements: School Processes & Programs 2, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a need for tight PLC expectations from all teams. Root Cause 2: Some teachers are pretty new to this process, and the data that drives the process. They need more direction and training as to where they are in the process and how we can support each other to improve.
Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. Root Cause 5: Aligned instructional practices and resources were lacking.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: We will work with the district to calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners at each campus. State Comp Ed: \$550.00

Evaluation Data Source(s) 2: District RtI committee feedback, STAAR and student inventory data, TELPAS, SPED progress reports, RtI spreadsheet, WIN time data sheets, behavior gating

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implement use of district math and language arts tools for intervention	Campus staff, campus administration, campus DLC, instructional coach, GtI specialist	-increase in math confidence and performance -offers continuous repetition of skills				
Problem Statements: Student Academic Achievement 4, 5						
2) Review RtI process with campus staff throughout the year	Campus staff, campus administration, campus counselor, instructional coach, campus IB coordinator	-increased understanding of identifying need, supports, and ways to monitor progress -learners that move from Tiers to require decreased support -increased measures to identify learners with additional support needs and to respond in a timely manner				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 5						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 4: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause 4: There has been a lack of balanced instruction, intervention and enrichment in all content areas.
Problem Statement 5: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. Root Cause 5: Data recording and progress monitoring have not been clearly communicated between teams and learners.
School Processes & Programs

Problem Statement 5: There is a need to create and maintain systems to support high levels of learning for all through IB design. **Root Cause 5:** Aligned instructional practices and resources were lacking.

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: Pinkerton will participate in an IB self study to improve inquiry and to promote learner agency.

Evaluation Data Source(s) 3: IB Standards and Practices, IB self study questionnaire, IB unit planners, data and evidence of implementation/artifacts, site visit, interview data from parents, staff, and learners

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) -Weekly focused campus staff meetings will address the standards and practices involved in the self study	Campus staff, campus administration, IB coordinator	-All staff are up to date on latest IB requirements -All staff are prepared in collecting artifacts to show evidence of mastery -Pinkerton campus continues to grow as a prominent IB world school				

Goal 4: Organizational Improvement and Strategic Design: We as CISD will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 4: Pinkerton will put processes in place and develop intervention plans for learners that did not make expected growth on Math and Reading STAAR.

Evaluation Data Source(s) 4: STAAR reports, closing the achievement gap data, CFAs, progress monitoring, RtI spreadsheet, Aware

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Review math and reading blocks to ensure alignment with scope and sequence, HPLS, and common formative assessments that inform practice.	Campus teams, campus administration, instructional coach, GTI specialist, district content coordinators	-Ensure that content blocks are focused on identified learner needs -CFAs provide specific information needed to provide intervention and extension as necessary -Focus lesson design is paramount in preparation for teaching				
Problem Statements: Student Academic Achievement 8						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 8: For the past two years, Math STAAR scores for 4th and 5th grades have not shown expected growth. This could lead to our campus having to create an intervention strategy plan for improvement. Root Cause 8: Many of the learners were scoring in the 80's on the previous STAAR, and to show a year's growth, would have to score above 80 percent. There has been a lack of district aligned math resources until now. A strong push for the writing STAAR has been prevalent in 4th grade.

A Site Based Committee

Committee Role	Name	Position
Administrator	Kristi Mikkelsen	Principal
Administrator	Angie Hux	Assistant Principal
Classroom Teacher	Erika Russell	Kinder team lead
Classroom Teacher	Lorie Irland	1st grade team lead
Classroom Teacher	Ginger Denton	2nd grade team lead
Classroom Teacher	Michael Upchurch	3rd grade team lead
Classroom Teacher	Amanda Sweeney	4th grade team lead
Classroom Teacher	Tracey Kling	5th grade team lead
Counselor	Kathy Kirkley	Counselor
Specials team lead	Sara Robinette	Dyslexia specialist
Instructional Coach	Jennifer Hays	Pinkerton IC
GtI specialist/IB coordinator	Marnie Ward	GtI specialist/IB coordinator
Business Representative	Anna Frost	Business Representative
Parent	Liza Holder	Pinkerton PTO president
Community Representative	Kim Conner	Community Representative

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Intervention and enrichment resources	199-11-618	\$1,427.00
Sub-Total					\$1,427.00
Grand Total					\$1,427.00