

Coppell Independent School District

Pinkerton Elementary

2019-2020

Accountability Rating: A



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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 - Goal 2: Authentic Contributions: Pinkerton Elementary will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents to become productive members of the global community.
 - Goal 3: Well-Being and Mindfulness: Pinkerton Elementary will learn, engage, and work in a safe, inclusive and responsive environment.
 - 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.
- A Site Based Committee
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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Pinkerton Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools and a freshman campus. Pinkerton serves a plurality Asian student population in grades K-5. In the 2018-19 school year, total enrollment was 417 which represents an increase of 27.1% since 2014-15 (328 learners).

In 2018-19, the student population was 44.3% Asian, 39% White, 8.6% Hispanic, 3.6% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.3% multi-racial. Females made up 48.2% of the learners and males represented 51.8%. Our economically disadvantaged percentage was 4.5%.

Our English Learner (EL) population consisted of 25 learners that made up 6% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (44%), Hindi (12%), Tamil (12), Mandarin (Chinese) (8%), and Spanish(4%). Additionally, 4% of our ELs were also economically disadvantaged.

Our 37 gifted and talented learners constituted 8.8% of our population. Our gender split in the GT group was 48.6% female and 51.3% male. Of the four major ethnic groups, our GT learners were 62.1% Asian, 24.3% White, 8.1% Hispanic and 0% African American.

We had 48 learners that qualified for special education services, which represented 11.5% of our population. There were 27 learners with 504 accommodations, which was 6.4% of the total enrollment.

The average daily attendance for our campus in 2018-19 was 96.98%, a slight increase of 0.04% from the prior year.

STAFFING

Pinkerton employed 26 educators and 3 instructional aides in the 2018-19 school year. The number of teachers remained the same from the prior year while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 0% Asian, 100% White, 0% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 92.3% of the educators and males represented 7.6%.

Overall, our educators had a varying level of professional experience: 7.6% (2) were new to teaching with 0-1 years of experience, 15.3% (4) had 2-5 years, 23% (6) had 6-10 years, 15.3% (4) had 11-15 years, 23% (6) had 16-20 years, and 15.3% (4) had more than 20 years. Looking at longevity within the district, 11.5% of our teachers had 0-1 years in district, 30.7% had 2-5 years, 11.5% had 6-10 years, 26.9% had 11-15 years, 15.3% had 16-20 years and 3.8% had more than 20 years. The average years of professional experience was 12.8 with 9.6 years in the district.

Advanced degrees were held by 23% of our teachers: 6 with master's degrees and 0 with doctorates. Our campus principal had 27 years of career experience in a professional position (not necessarily as a principal) and 21 years in Coppell. Our assistant principal(s) had an average of 25 years of professional experience and 12 years in the district.

Our educator retention rate from 2017-18 to 2018-19 was 92.3%. For educational aides it was 100%. We hired 2 new teachers in 2018-19. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 50% new to teaching, 0% with 2-5 years of professional experience, 50% with 6-10 years, 0 with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 7.6% new to the campus. The average years of professional experience was 3.5 with 3 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.
- We have learners from all over the district as the district's campus of choice.

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 18/19-19/20:

	3rd Grade	4th Grade	5th Grade
Approaches	99%, 97%	98%-91%	96%-95%
Meets	83%-78%	82%-77%	80%-83%
Masters	61%-51%	52%-60%	54%-68%

Summary of STAAR Reading Data from 18/19-19/20

	3rd Grade	4th Grade	5th Grade
Approaches	99%-98%	94%-93%	96%-97%
Meets	75%-78%	82%-73%	84%-88%
Masters	47%-60%	48%-43%	55%-62%

Summary of STAAR Writing Data from 18/19-19/20:

	4th Grade
Approaches	89%-86%
Meets	66%-63%
Masters	38% to 34%

Summary of STAAR Science Data from 18/19-19/20:

5th Grade

Approaches	90% to 91%
Meets	58% to 73%
Masters	29% to 39%

Student Academic Achievement Strengths

- More learners in grades 4 & 5 are mastering standards for Math STAAR.
- 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
- There was an increase in the amount of learners that went from meets standard to masters standards across all grades.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There has been a decrease across all levels in Writing. **Root Cause:** There has been a lack of training, resources, and curriculum to support writing in all grade levels.

Problem Statement 2: Even though our learners that received mastered standard in Science is increasing, we are below the district average. **Root Cause:** There has been a lack of rigor and higher level questioning in other grades to better prepare for 5th grade science.

Problem Statement 3: 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.

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.

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 for an extended amount of time to engage in the cyclical processes of collaborative teams.
- Campus Professional Learning - Educators learn together on topics of focus for the campus, highlighting various staff members and their strengths
- 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 six 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.
- Response to Intervention - A team of educators to provide targeted interventions based on learner's needs.

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 campus wide alignment of targeted instruction, interventions, and enrichment activities. **Root Cause:** Lack of alignment across the campus on the systems and procedures to help identify learners who need targeted instruction.

Problem Statement 3: There is a need for aligning the IB planners with the district created curriculum and scope and sequence. **Root Cause:** District scope and sequence is not integrated with IB units of study.

Problem Statement 4: There is a need to provide educators with professional learning that is targeted to their goals and needs. **Root Cause:** Lack of choice when it comes to professional learning on campus.

Problem Statement 5: Educators struggle with providing ongoing support in the area of digital literacy. **Root Cause:** The more use of technology in classrooms, the more systems and monitoring that need to take place from the educators to ensure digital citizenship is being adhered to.

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 cultural diverse population at Pinkerton.
- Pinkerton operates as a Professional Learning Community.
- Pinkerton has a strong focus on the individual learner, creating specific learning experiences based on the needs of the child

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.

Priority Problem Statements

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 1 Areas: Demographics

Problem Statement 2: There is a need for K-5 alignment of balanced literacy in the areas of reading and writing.

Root Cause 2: There is a need for updating of balanced literacy structures. Only certain teachers have benefited from the literacy academies.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need for campus wide alignment of targeted instruction, interventions, and enrichment activities.

Root Cause 3: Lack of alignment across the campus on the systems and procedures to help identify learners who need targeted instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need for aligning the IB planners with the district created curriculum and scope and sequence.

Root Cause 4: District scope and sequence is not integrated with IB units of study.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to improve communication between home and school.

Root Cause 5: Parents need more support in understanding learner strength and deficits both academically and behaviorally.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There has been a decrease across all levels in Writing.

Root Cause 6: There has been a lack of training, resources, and curriculum to support writing in all grade levels.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Even though our learners that received mastered standard in Science is increasing, we are below the district average.

Root Cause 7: There has been a lack of rigor and higher level questioning in other grades to better prepare for 5th grade science.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: There is a need to increase and align processes and procedures resulting in a safe and secure learning environment.

Root Cause 8: Continued need to focus on safety in our world and align our practices across the district.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a need to increase professional learning for all staff in the area of culturally responsive teaching.

Root Cause 9: Barriers exist within the school community due to lack of understanding.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 10: All learners need to feel valued and respected.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 11: There has been a lack of balanced instruction, intervention and enrichment in all content areas.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: 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 12: Data recording and progress monitoring have not been clearly communicated between teams and learners.

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 13: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

Root Cause 13: Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.

Problem Statement 13 Areas: Student Academic Achievement

Problem Statement 14: There is a need to focus on digital learning, digital citizenship and information literacy resulting in increased learner achievement.

Root Cause 14: Learners are not using the full potential of digital tools to show mastery of learning.

Problem Statement 14 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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, Aware RtI tracking documents, District Improvement Plan, Curriculum Guide/District Scope and Sequence, Parent and Learner surveys, WIN time, IB Planners, CT Planning Agendas & Minutes

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) Continue using the Reading and Writing Workshop structure 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 -allows educators to collect data to determine next steps				
Problem Statements: Student Academic Achievement 1, 4						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
3) We will create a culture of inquiry and creativity to increase learner agency.	Campus staff, campus administration, Instructional Coach, campus IB coordinator, campus librarian	-increased learner connectedness and engagement to the learning -deeper understanding -see more inquiry activities in the classrooms -learner agency increases				
Problem Statements: Student Academic Achievement 6						
4) Educators in grades K-2 will implement Lucy Calkins Units of Study Phonics program.	Campus staff, campus administration, Instructional Coach,	-increase in phonics and reading skills -learners will receive focused lessons based on TEKS -allows for repetitive practice of skills over time				
Problem Statements: Student Academic Achievement 4						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There has been a decrease across all levels in Writing. Root Cause 1: There has been a lack of training, resources, and curriculum to support writing in all grade levels.
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 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, STAAR data, learning walks

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 1, 4, 5						
2) Learners reflect on learning progress toward proficiency through the use of Bulb and IB portfolio.	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 -evidence in IB Portfolio				
Problem Statements: Student Academic Achievement 5, 6						
3) Educators will utilize MAP Assessments to determine learner needs.	Campus staff, campus administration, campus IB coordinator, instructional coach	-More focused instruction meeting learners specific needs -Data to support current educational needs -Educators will analyze assessment data during collaborative planning to plan for instruction.				
Problem Statements: Student Academic Achievement 1, 2, 4, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: There has been a decrease across all levels in Writing. **Root Cause 1:** There has been a lack of training, resources, and curriculum to support writing in all grade levels.

Problem Statement 2: Even though our learners that received mastered standard in Science is increasing, we are below the district average. **Root Cause 2:** There has been a lack of rigor and higher level questioning in other grades to better prepare for 5th grade science.

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 regularly to create purposeful interaction of buddy classes to build authentic relationships to increase our inclusive environment.	Campus staff, campus administration, campus counselor	minimum once per month meetings, increase relationships, increase social emotional well being A set day will be chosen to have consistency among all grade levels.				
Problem Statements: Demographics 3 - Student Academic Achievement 6						
2) We will implement a Global Play Day to promote the benefits and necessity of play.	Campus staff, campus administration, IB Coordinator	-increase in student relationships -collaboration between learners -increase in learners communicating their needs and problem solving				
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 plan instruction and assessments around High Priority Standards to monitor learner progress.	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 - School Processes & Programs 2 Funding Sources: 199 - State Comp Ed - 2560.00			
2) Staff designs daily intervention and enrichment time focused on High Priority Standards at least 4 days a week.	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: Demographics 1 - Student Academic Achievement 4, 5 - School Processes & Programs 2			
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 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 campus wide alignment of targeted instruction, interventions, and enrichment activities. **Root Cause 2:** Lack of alignment across the campus on the systems and procedures to help identify learners who need targeted instruction.

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) Provide opportunities for SPED and EL staff to collaborate with teachers during extended team time.	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 -Monitored growth and aligned documents on SuccessEd				
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 campus wide alignment of targeted instruction, interventions, and enrichment activities. **Root Cause 2:** Lack of alignment across the campus on the systems and procedures to help identify learners who need targeted instruction.

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 continue to focus on identifying learners that are in the approaching, meets, and masters and design instruction/intervention to increase progression	Campus staff, campus administration, instructional coach, Gtl 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 -CFA's designed to monitor growth of HPS				
Problem Statements: Student Academic Achievement 1, 2, 5, 6						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: There has been a decrease across all levels in Writing. Root Cause 1: There has been a lack of training, resources, and curriculum to support writing in all grade levels.
Problem Statement 2: Even though our learners that received mastered standard in Science is increasing, we are below the district average. Root Cause 2: There has been a lack of rigor and higher level questioning in other grades to better prepare for 5th grade science.
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 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, curriculum documents, Panorama Survey data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Create opportunities for learners to design experiences using UN Sustainable Development Goals.	Campus staff, campus administration, instructional coach, campus IB coordinator	-increase in community partnerships, -increase international mindedness, -creates connections to future ready outcomes -Educators will design learning experiences that connect to the real world				
Problem Statements: Student Academic Achievement 6 - School Processes & Programs 3						
2) Learners will have an opportunity to participate in the Fresh Ink Program to promote entrepreneurship.	Campus staff, campus administration, IB coordinator, instructional coach	-Learners will demonstrate person responsibility -increase learner confidence to promote more positive behavior				
Problem Statements: Student Academic Achievement 6 - School Processes & Programs 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 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 3: There is a need for aligning the IB planners with the district created curriculum and scope and sequence. **Root Cause 3:** District scope and sequence is not integrated with IB units of study.

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, goal setting (digital or paper), digital resources

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue using 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 -Learners can showcase growth and evidence from throughout the year				
Problem Statements: Demographics 2 - Student Academic Achievement 6, 7 - Perceptions 1						
2) Educators will embed service learning opportunities throughout the school year.	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: Demographics 3 - School Processes & Programs 3						
= 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.

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.

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 aligning the IB planners with the district created curriculum and scope and sequence. **Root Cause 3:** District scope and sequence is not integrated with IB units of study.

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 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: Panorama survey data, feedback from digital citizenship training, discipline records, daily announcement update, buddy classes, Super Stetson tied to learner profiles, Global Citizen, guidance lessons, behavior RTI, Curriculum resources/tools within Schoology highlighting digital learning, Digital Learning trainings housed in Schoology

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Teachers will educate learners on positive ways to be a digital citizen multiple times throughout the school year.	Campus staff, campus administration, campus DLC, campus librarian	-Learners will show appropriate technology responsibility -Opportunities for learners to ask questions about using digital tools				
Problem Statements: Student Academic Achievement 7						
2) We will have monthly reviews of CISD's Digital Citizenship Policies to build learner's awareness.	Campus staff, campus administration, campus DLC, campus librarian	-Learners will show appropriate technology responsibility -Less learners involved in misbehaviors around technology				
Problem Statements: Student Academic Achievement 7						
3) Campus staff to create Pillar of Success program to highlight different ways learners can show success.	Campus staff, campus administration, campus IB coordinator, instructional coach, campus counselor	-Learners will show growth in social-emotional characteristics -Various learners spotlighted for success				
Problem Statements: Demographics 3 - Student Academic Achievement 6						
= 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 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.

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 in all classrooms K-5 utilizing the scope and sequence created by Coppell DLCs.	Campus staff, campus administration, instructional coach, campus DLC	-parents will be informed of learners academic progress updates -A better vertical alignment of technology being utilized				
Problem Statements: Demographics 2 - School Processes & Programs 3						
2) Create opportunities for parents to learn about Schoology to bridge home to school connections.	Campus staff, campus administration, instructional coach, campus DLC	-Parents will be more informed about classroom happenings -Parents will be apprised of classroom strategies that are reviewed in class				
Problem Statements: Demographics 2						
3) We will create a survey for parents to complete to determine campus communication norms for staff.	campus administration	-More communication alignment between grade levels -Parents are informed about classrooms happenings in each grade level				
Problem Statements: Demographics 2, 3						
= 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.

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.

School Processes & Programs

Problem Statement 3: There is a need for aligning the IB planners with the district created curriculum and scope and sequence. **Root Cause 3:** District scope and sequence is not integrated with IB units of study.

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: Perceptions 2						
2) Staff will utilize a Schoology course on Culturally Responsive Teaching.	Campus staff, campus administration, ESL specialist	-Increase usage of Global PD -Ongoing support for staff				
Problem Statements: Perceptions 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

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) All classrooms K-5 will utilize Morning Meetings to promote social/emotional learning.	Campus staff, campus administration, campus counselor	-increased learner behavior -stronger classroom relationships -allows learners to feel important				
Problem Statements: Demographics 3 - Student Academic Achievement 6						
2) Educators will participate in a FedEx Professional Development Program to explore different areas of learners needs.	Campus staff, campus administration, campus counselor, IB Coordinator, instructional coach, EL facilitator	-Staff targeting specific areas they would like to improve -Variety of PD based on learner's needs				
Problem Statements: Demographics 3 - Student Academic Achievement 6 - School Processes & Programs 1, 2 - Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 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.

School Processes & Programs

Problem Statement 1: There is a need for K-5 alignment of balanced literacy in the areas of reading and writing. **Root Cause 1:** 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 campus wide alignment of targeted instruction, interventions, and enrichment activities. **Root Cause 2:** Lack of alignment across the campus on the systems and procedures to help identify learners who need targeted instruction.

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 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, Navigate Reports

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Utilize Navigate Prepared app for all drills.	Campus staff, campus administration, campus SRO	alignment of safety protocol, additional parent communication regarding safety				
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) Continue embedding Professional Learning Community (PLC) structures throughout the campus level and to address meeting the needs of all learners.	Campus staff, campus administration, District C&I team, instructional coach, campus IB/GTI coordinator, ESL specialist	-Utilize campus protocols to address the four critical questions of PLC -CT Planning Documents to align structures across the campus				
Problem Statements: School Processes & Programs 1, 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need for K-5 alignment of balanced literacy in the areas of reading and writing. Root Cause 1: 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 campus wide alignment of targeted instruction, interventions, and enrichment activities. Root Cause 2: Lack of alignment across the campus on the systems and procedures to help identify learners who need targeted instruction.

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.

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) We will streamline the RtI process utilizing the Aware documents and progress monitoring tools.	Campus staff, campus administration, Instructional Coach	-Integrated into collaborative team time with a focus on mastering high priority standards -Increased effectiveness of tiered interventions				
Problem Statements: Student Academic Achievement 4, 5						
2) We will 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 2						
= 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 2: There is a need for campus wide alignment of targeted instruction, interventions, and enrichment activities. **Root Cause 2:** Lack of alignment across the campus on the systems and procedures to help identify learners who need targeted instruction.

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) We will have focused campus staff meetings to address various components of the IB 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				
2) Staff will collaborate and develop a school-wide assessment policy that will meet the requirements of both IB and the district.	IB coordinator, campus administration	-Better alignment of assessments taking place on campus -Provides better data to design instruction				
= Accomplished = Continue/Modify = No Progress = Discontinue						

A Site Based Committee

Committee Role	Name	Position
Administrator	Kristi Mikkelsen	Principal
Administrator	Amanda Sweeney	Assistant Principal
Classroom Teacher	Alisha Trevathan	Kinder Teacher
Classroom Teacher	Holly Ortega	1st Grade Teacher
Classroom Teacher	Emily Baker	2nd Grade Teacher
Classroom Teacher	Jennifer Hays	3rd Grade Teacher
Classroom Teacher	Sara Hope	5th Grade Teacher
Counselor	Kathy Kirkley	Counselor
Non-classroom Professional	Neera Jackson	PAG Teacher
Instructional Coach	Tracey Kling	Pinkerton IC
GtI specialist/IB coordinator	Marnie Ward	GtI specialist/IB coordinator
Business Representative	Anna Frost	Business Representative
Parent	Lauren Dubois	Pinkerton PTO president
Community Representative	Kim Conner	Community Representative
Classroom Teacher	Colleen Michaelis	Specials Teacher

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Intervention and enrichment resources	199-11-6118	\$2,560.00
Sub-Total					\$2,560.00
Grand Total					\$2,560.00