

Coppell Independent School District
Pinkerton Elementary
2024-2025 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	17
Perceptions	19
Priority Problem Statements	20
Comprehensive Needs Assessment Data Documentation	22
Goals	24
Goal 1: Personal Growth and Experiences: Pinkerton Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.	24
Goal 2: Authentic Contributions: All learners at Pinkerton Elementary will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.	33
Goal 3: Well-Being and Mindfulness: Pinkerton Elementary will learn, engage, and work in a safe, inclusive and responsive environment.	40
Goal 4: Organizational Improvement and Strategic Design: We as Pinkerton Elementary will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.	45
State Compensatory	51
Budget for Pinkerton Elementary	51
Campus Funding Summary	52

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, a freshman campus and an alternative education campus. Pinkerton serves a plurality White student population in grades EC, K-5. In the 2023-24 school year, total enrollment was 362 which represents an increase of 3.1% since 2019-20 (351 learners).

In 2023-24, the student population was 30.9% Asian, 42.8% White, 12.4% Hispanic, 4.9% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 8.2% multi-racial. Females made up 49.7% of the learners and males represented 50.3%. Our economically disadvantaged percentage was 5.2%.

Our Emergent Bilingual (EB) population consisted of 29 learners that made up 8% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (17.2%), Telugu (10.3%), Urdu (6.9%), Mandarin (Chinese) (6.9%), and Tamil (3.4%). Additionally, 10.3% of our EBs were also economically disadvantaged.

Our 32 gifted and talented learners constituted 8.8% of our population. Our gender split in the GT group was 34.3% female and 65.7% male. Of the four major ethnic groups, our GT learners were 21.8% Asian, 46.8% White, 9.3% Hispanic and 3.1% African American.

We had 77 learners that qualified for special education services, which represented 21.2% of our population. There were 14 learners with 504 accommodations, which was 3.8% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.41%, which increased by 0.29% from the prior year.

STAFFING

Pinkerton employed 30 educators and 4 instructional aides in the 2023-24 school year. The number of teachers increased by 4 from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 3.3% Asian, 90% White, 3.3% Hispanic, 3.3% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 93.3% of the educators and males represented 6.7%.

Overall, our educators had a varying level of professional experience: 16.6% (5) were new to teaching with 0-1 years of experience, 13.3% (4) had 2-5 years, 20% (6) had 6-10 years, 20% (6) had 11-15 years, 10% (3) had 16-20 years, and 20% (6) had more than 20 years. Looking at longevity within the district, 43.3% of our teachers had 0-1 years in district, 16.6% had 2-5 years, 16.6% had 6-10 years, 6.6% had 11-15 years, 10% had 16-20 years and 6.6% had more than 20 years. The average years of professional experience was 11.6 with 6.3 years in the district.

Advanced degrees were held by 26.6% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal had 14 years of career experience in a professional position (not necessarily as a principal) and 8 years in Coppell. Our assistant principal(s) had an average of 23 years of professional experience and 4 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 80.77%. For educational aides it was 100%. We hired 8 new teachers in 2023-24. The characteristics of our new teachers were as follows: 12.5% Asian, 62.5% White, 12.5% Hispanic, 12.5% African American, 100% female, 0% male, 37.5% new to teaching, 12.5% with 2-5 years of professional experience, 0% with 6-10 years, 25% with 11-15 years, 0% with 16-20 years, 25% with more than 20 years and 26.6% new to the campus. The average years of professional experience was 10.8 with 0 years in the district. 37.5% 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.
- Our campus celebrates cultures from all around the world through learning activities and promotes family participation.
- The average daily attendance rate of 96.41% reflects strong student engagement and participation.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to have an aligned campus behavior management system to maximize learner instruction time. **Root Cause:** There is an increase in the number of learners receiving referrals for classroom disruptions.

Problem Statement 2 (Prioritized): There is a need to continue establishing and maintaining strong, positive relationships for all learners. **Root Cause:** There has been a change in staff over the last few years, resulting in inconsistent expectations regarding parent engagement and communication.

Student Learning

Student Learning Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Pinkerton Elementary						
Total Students	6	11	6	3	3	2
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	30%	100%	33.33%	100%	0%
1 Level Higher	%	70%	0%	33.33%	0%	100%
2 Levels Higher	%	0%	0%	33.33%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	9.09%	0%	0%	0%	0%
Intermediate	33.33%	0%	33.33%	0%	0%	0%
Advanced	0%	36.36%	66.67%	33.33%	100%	0%
Advanced High	66.67%	54.55%	0%	66.67%	0%	100%
Economic Disadvantage						
Total Students	-	-	3	-	-	-
Date Taken	-	-	03/01/24	-	-	-
Lower/Same Level	-	-	100%	-	-	-
1 Level Higher	-	-	0%	-	-	-

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
2 Levels Higher	-	-	0%	-	-	-
3 Levels Higher	-	-	0%	-	-	-
No Rating	-	-	0%	-	-	-
Beginning	-	-	0%	-	-	-
Intermediate	-	-	66.67%	-	-	-
Advanced	-	-	33.33%	-	-	-
Advanced High	-	-	0%	-	-	-
Asian						
Total Students	6	9	2	2	2	2
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	25%	100%	0%	100%	0%
1 Level Higher	%	75%	0%	50%	0%	100%
2 Levels Higher	%	0%	0%	50%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	11.11%	0%	0%	0%	0%
Intermediate	33.33%	0%	0%	0%	0%	0%
Advanced	0%	33.33%	100%	0%	100%	0%
Advanced High	66.67%	55.56%	0%	100%	0%	100%
Black/African American						
Total Students	-	-	-	-	1	-
Date Taken	-	-	-	-	03/01/24	-
Lower/Same Level	-	-	-	-	%	-
1 Level Higher	-	-	-	-	%	-
2 Levels Higher	-	-	-	-	%	-
3 Levels Higher	-	-	-	-	%	-
No Rating	-	-	-	-	0%	-

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Beginning	-	-	-	-	0%	-
Intermediate	-	-	-	-	0%	-
Advanced	-	-	-	-	100%	-
Advanced High	-	-	-	-	0%	-
Hispanic						
Total Students	-	1	4	-	-	-
Date Taken	-	03/01/24	03/01/24	-	-	-
Lower/Same Level	-	100%	100%	-	-	-
1 Level Higher	-	0%	0%	-	-	-
2 Levels Higher	-	0%	0%	-	-	-
3 Levels Higher	-	0%	0%	-	-	-
No Rating	-	0%	0%	-	-	-
Beginning	-	0%	0%	-	-	-
Intermediate	-	0%	50%	-	-	-
Advanced	-	100%	50%	-	-	-
Advanced High	-	0%	0%	-	-	-
White						
Total Students	-	1	-	1	-	-
Date Taken	-	03/01/24	-	03/01/24	-	-
Lower/Same Level	-	0%	-	100%	-	-
1 Level Higher	-	100%	-	0%	-	-
2 Levels Higher	-	0%	-	0%	-	-
3 Levels Higher	-	0%	-	0%	-	-
No Rating	-	0%	-	0%	-	-
Beginning	-	0%	-	0%	-	-
Intermediate	-	0%	-	0%	-	-
Advanced	-	0%	-	100%	-	-

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Advanced High	-	100%	-	0%	-	-
Currently Emergent Bilingual						
Total Students	6	11	6	3	3	2
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	30%	100%	33.33%	100%	0%
1 Level Higher	%	70%	0%	33.33%	0%	100%
2 Levels Higher	%	0%	0%	33.33%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	9.09%	0%	0%	0%	0%
Intermediate	33.33%	0%	33.33%	0%	0%	0%
Advanced	0%	36.36%	66.67%	33.33%	100%	0%
Advanced High	66.67%	54.55%	0%	66.67%	0%	100%
Section 504						
Total Students	-	1	-	-	-	-
Date Taken	-	03/01/24	-	-	-	-
Lower/Same Level	-	0%	-	-	-	-
1 Level Higher	-	100%	-	-	-	-
2 Levels Higher	-	0%	-	-	-	-
3 Levels Higher	-	0%	-	-	-	-
No Rating	-	0%	-	-	-	-
Beginning	-	0%	-	-	-	-
Intermediate	-	0%	-	-	-	-
Advanced	-	0%	-	-	-	-
Advanced High	-	100%	-	-	-	-
Special Ed Indicator						
Total Students	-	-	1	-	-	1

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Date Taken	-	-	03/01/24	-	-	03/01/24
Lower/Same Level	-	-	100%	-	-	0%
1 Level Higher	-	-	0%	-	-	100%
2 Levels Higher	-	-	0%	-	-	0%
3 Levels Higher	-	-	0%	-	-	0%
No Rating	-	-	0%	-	-	0%
Beginning	-	-	0%	-	-	0%
Intermediate	-	-	0%	-	-	0%
Advanced	-	-	100%	-	-	0%
Advanced High	-	-	0%	-	-	100%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
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Pinkerton Elementary

Total Students	60	60	60	60	60	60	60
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5%	3.33%	3.33%	5%	1.67%	5%	5%
Did Not Meet High	11.67%	6.67%	6.67%	10%	0%	6.67%	20%
Approaches Low	1.67%	6.67%	8.33%	10%	1.67%	3.33%	10%
Approaches High	6.67%	16.67%	10%	13.33%	5%	6.67%	15%
Meets	31.67%	26.67%	23.33%	26.67%	31.67%	36.67%	30%
Masters	43.33%	40%	48.33%	35%	60%	41.67%	20%

Special Ed Indicator

Total Students	16	16	20	20	13	13	13
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	18.75%	6.25%	10%	15%	7.69%	23.08%	15.38%
Did Not Meet High	18.75%	18.75%	20%	25%	0%	15.38%	15.38%
Approaches Low	6.25%	6.25%	15%	10%	7.69%	7.69%	7.69%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Approaches High	12.50%	25%	15%	15%	7.69%	15.38%	15.38%
Meets	31.25%	31.25%	20%	25%	46.15%	23.08%	23.08%
Masters	12.50%	12.50%	20%	10%	30.77%	15.38%	23.08%
Section 504							
Total Students	-	-	2	2	8	8	8
Excluded	-	-	0%	0%	0%	0%	0%
Did Not Meet Low	-	-	0%	0%	0%	0%	12.50%
Did Not Meet High	-	-	0%	0%	0%	0%	25%
Approaches Low	-	-	0%	0%	0%	0%	12.50%
Approaches High	-	-	0%	0%	0%	12.50%	12.50%
Meets	-	-	50%	100%	62.50%	50%	37.50%
Masters	-	-	50%	0%	37.50%	37.50%	0%
Currently Emergent Bilingual							
Total Students	3	3	3	3	2	2	2
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	66.67%	66.67%	0%	0%	50%
Approaches High	33.33%	0%	0%	0%	0%	0%	0%
Meets	66.67%	66.67%	33.33%	0%	50%	50%	0%
Masters	0%	33.33%	0%	33.33%	50%	50%	50%
Second Year of Monitoring							
Total Students	5	5	-	-	2	2	2
Excluded	0%	0%	-	-	0%	0%	0%
Did Not Meet Low	0%	0%	-	-	0%	0%	0%
Did Not Meet High	0%	0%	-	-	0%	0%	0%
Approaches Low	0%	0%	-	-	0%	0%	0%
Approaches High	0%	0%	-	-	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Meets	0%	20%	-	-	0%	0%	50%
Masters	100%	80%	-	-	100%	100%	50%
Third Year of Monitoring							
Total Students	-	-	-	-	2	2	2
Excluded	-	-	-	-	0%	0%	0%
Did Not Meet Low	-	-	-	-	0%	0%	0%
Did Not Meet High	-	-	-	-	0%	0%	0%
Approaches Low	-	-	-	-	0%	0%	0%
Approaches High	-	-	-	-	0%	0%	0%
Meets	-	-	-	-	0%	0%	100%
Masters	-	-	-	-	100%	100%	0%
White							
Total Students	29	29	26	26	24	24	24
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	6.90%	6.90%	0%	7.69%	4.17%	8.33%	8.33%
Did Not Meet High	17.24%	10.34%	7.69%	7.69%	0%	12.50%	16.67%
Approaches Low	0%	10.34%	3.85%	7.69%	4.17%	8.33%	12.50%
Approaches High	6.90%	24.14%	7.69%	7.69%	4.17%	4.17%	12.50%
Meets	41.38%	24.14%	34.62%	38.46%	33.33%	37.50%	25%
Masters	27.59%	24.14%	46.15%	30.77%	54.17%	29.17%	25%
Asian							
Total Students	18	18	11	11	18	18	18
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.56%	0%	9.09%	0%	0%	0%	5.56%
Did Not Meet High	0%	5.56%	0%	9.09%	0%	0%	5.56%
Approaches Low	0%	0%	9.09%	9.09%	0%	0%	11.11%
Approaches High	5.56%	5.56%	18.18%	9.09%	0%	0%	16.67%
Meets	33.33%	33.33%	18.18%	27.27%	22.22%	22.22%	38.89%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Masters	55.56%	55.56%	45.45%	45.45%	77.78%	77.78%	22.22%
American Indian/Alaskan Native							
Total Students	-	-	1	1	-	-	-
Excluded	-	-	0%	0%	-	-	-
Did Not Meet Low	-	-	0%	0%	-	-	-
Did Not Meet High	-	-	0%	0%	-	-	-
Approaches Low	-	-	0%	0%	-	-	-
Approaches High	-	-	0%	0%	-	-	-
Meets	-	-	0%	100%	-	-	-
Masters	-	-	100%	0%	-	-	-
Black/African American							
Total Students	4	4	5	5	3	3	3
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	20%	0%	33.33%	0%
Did Not Meet High	25%	0%	40%	20%	0%	0%	33.33%
Approaches Low	25%	25%	40%	20%	0%	0%	0%
Approaches High	0%	25%	20%	40%	0%	33.33%	33.33%
Meets	0%	0%	0%	0%	66.67%	33.33%	0%
Masters	50%	50%	0%	0%	33.33%	0%	33.33%
Hispanic							
Total Students	3	3	10	10	8	8	8
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	33.33%	0%	0%	0%	0%	0%	37.50%
Approaches Low	0%	0%	0%	0%	0%	0%	12.50%
Approaches High	0%	33.33%	10%	20%	12.50%	12.50%	0%
Meets	33.33%	33.33%	0%	10%	25%	50%	50%
Masters	33.33%	33.33%	90%	70%	62.50%	37.50%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Two or More Races							
Total Students	6	6	7	7	7	7	7
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	14.29%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	28.57%	0%	14.29%	42.86%
Approaches Low	0%	0%	14.29%	28.57%	0%	0%	0%
Approaches High	16.67%	0%	0%	14.29%	14.29%	14.29%	28.57%
Meets	0%	33.33%	42.86%	14.29%	42.86%	57.14%	14.29%
Masters	83.33%	66.67%	28.57%	14.29%	42.86%	14.29%	14.29%
Economic Disadvantage							
Total Students	1	1	7	7	3	3	3
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	14.29%	28.57%	0%	33.33%	33.33%
Did Not Meet High	0%	0%	42.86%	42.86%	0%	0%	33.33%
Approaches Low	100%	100%	28.57%	0%	33.33%	33.33%	0%
Approaches High	0%	0%	0%	28.57%	0%	33.33%	33.33%
Meets	0%	0%	0%	0%	66.67%	0%	0%
Masters	0%	0%	14.29%	0%	0%	0%	0%

As we go into 2024-2025, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing

- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

- Learners in 3-5 grades are approaching standard with an average of 97% over the past three years.
- Our district provides quality resources for instruction and assessment.
- Educators utilize a variety of assessment tools to understand a learner's needs.
- 5th grade had over 95% of their learners approach, meet, and master standards for the Reading STAAR.
- Many learners, especially in Grade 5 Reading and Grade 3 Mathematics, achieved Masters levels, reflecting a deep understanding of the content.
- On TELPAS, many learners across grades are advancing by at least one level, with some moving up two levels which shows effective English language instruction and support for emergent bilingual students.
- Our campus utilizes a variety of assessments (MAP, M-Class, DRA, I-Station) to ensure
- On MAP, many students are meeting or exceeding growth targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions

Problem Statement 2 (Prioritized): There is a need to focus on quality science instruction with a focus on critical thinking and application. **Root Cause:** Learners are not transferring the knowledge from hands-on to application-based questions.

Problem Statement 3 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with the implementation of PLC/MTSS processes/training across the district

Problem Statement 4 (Prioritized): 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 5 (Prioritized): There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic,

behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

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
- IB Unit Design/Reflection Days - Educators meet once per unit to design and reflect on IB unit planners.
- Ongoing IB Professional Learning- Educators meet with IB Coordinator monthly 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 learners' needs.
- Focus on concept-based teaching and trans-disciplinary connections across all content areas.

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 the community.
- Pinkerton has a flexible learning environment.
- Pinkerton utilizes PBIS (Positive Behavior Interventions and Supports) to help support learner behavior.
- STEAM and Spanish enrichment programs for all learners.
- School Garden program led by students and community members.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all

Problem Statement 2 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 3 (Prioritized): There is a need for additional professional learning on writing instructions, specifically handwriting in K-2. **Root Cause:** There is a lack of instruction, primarily in the mechanics of handwriting, with specific teacher feedback.

Problem Statement 4 (Prioritized): There is a need to provide educators with professional learning that is targeted to campus IB Standards & Practices. **Root Cause:** There is a lack of educators making the IB Framework part of their teaching pedagogy.

Problem Statement 5 (Prioritized): There is a need for standards to be taught through integrated lessons and transdisciplinary teaching. **Root Cause:** The scope and sequence provided by the district are not transdisciplinary in nature.

Problem Statement 6: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

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.

Pinkerton focuses on high academic standards, innovative programs, and a supportive environment. We offer various services, including digital learning, dyslexia services, enrichment activities, and a robust IB program. The school emphasizes core values such as engagement, great teaching, authentic relationships, and redefining success.

Perceptions Strengths

- There is 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.
- 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 (Prioritized): 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 (Prioritized): There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 3 (Prioritized): There is a need to educate parents and community members on the IB program to increase involvement. **Root Cause:** Barriers exist within the school community due to a lack of understanding.

Priority Problem Statements

Problem Statement 1: There is a need for additional professional learning on writing instructions, specifically handwriting in K-2.

Root Cause 1: There is a lack of instruction, primarily in the mechanics of handwriting, with specific teacher feedback.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 2: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to increase and align processes and procedures resulting in a safe and secure learning environment.

Root Cause 3: Continued need to focus on safety in our world and align our practices across the district.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a need to educate parents and community members on the IB program to increase involvement.

Root Cause 4: Barriers exist within the school community due to a lack of understanding.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 5: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions

Problem Statement 5 Areas: Student Learning

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 6 Areas: Student Learning

Problem Statement 7: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

Root Cause 7: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to have an aligned campus behavior management system to maximize learner instruction time.

Root Cause 8: There is an increase in the number of learners receiving referrals for classroom disruptions.

Problem Statement 8 Areas: Demographics

Problem Statement 9: There is a need to provide educators with professional learning that is targeted to campus IB Standards & Practices.

Root Cause 9: There is a lack of educators making the IB Framework part of their teaching pedagogy.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for standards to be taught through integrated lessons and transdisciplinary teaching.

Root Cause 10: The scope and sequence provided by the district are not transdisciplinary in nature.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to create and maintain systems to support high levels of learning for all.

Root Cause 11: Barriers exist within the current system for learning for all

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is a need to identify and elevate additional measures of success for learners.

Root Cause 12: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to continue establishing and maintaining strong, positive relationships for all learners.

Root Cause 13: There has been a change in staff over the last few years, resulting in inconsistent expectations regarding parent engagement and communication.

Problem Statement 13 Areas: Demographics

Problem Statement 14: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Root Cause 14: Inconsistencies with the implementation of PLC/MTSS processes/training across the district

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a need to focus on quality science instruction with a focus on critical thinking and application.

Root Cause 15: Learners are not transferring the knowledge from hands-on to application-based questions.

Problem Statement 15 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student 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
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading 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

- Section 504 data
- Gifted and talented 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
- 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

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.





HB3 Goal

Evaluation Data Sources: 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.</p> <p>Strategy's Expected Result/Impact: - High-quality Tier I instruction for learners</p> <ul style="list-style-type: none"> - Checklist of look fors highlighting specific instructional strategies in all content areas - Aligned strategies being implemented across the district that impact learner growth - Growth in differentiated experiences and scaffolding opportunities within the classroom environments - Professional learning provided by district and campuses <p>Additions to curriculum documents for small group instruction/formative assessment</p> <ul style="list-style-type: none"> - Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners) <p>Staff Responsible for Monitoring: Administrators, Learning Coaches</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will develop science inquiry lessons that foster critical thinking through engaging, hands-on instruction.</p> <p>Strategy's Expected Result/Impact: -increase in student growth on MAP and STAAR Science assessments -Students demonstrate improved critical thinking and problem-solving skills. -Students show higher levels of interest and participation in science lessons. -Students gain a deeper understanding of scientific concepts through practical application. -Students develop better teamwork and communication skills during group activities. -Students become proficient in the scientific method, including hypothesizing, experimenting, and analyzing data. -Educators improve their ability to create and deliver effective, inquiry-based science lessons.</p> <p>Staff Responsible for Monitoring: Campus Administration, Educators, Learning Coaches, Campus IB Coordinator,</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Educators will spend collaborative team time focusing on high priority standards while developing common formative assessments to determine learner needs and flexible groupings.</p> <p>Strategy's Expected Result/Impact: -High quality Tier I instruction for learners -Instruction focused on high priority standards</p> <p>Staff Responsible for Monitoring: Administrators, Educators, Learning Coaches</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.</p> <p>Strategy's Expected Result/Impact: -Strengthen instructional literacy skills for elementary educators and align practices within instruction. -Learner growth in literacy development and targeted growth tracked through state assessment and district assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Educators, Learning Coaches</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p>Strategy's Expected Result/Impact: -Strengthen instructional math skills for elementary educators and align practices within math interventions and enrichment opportunities in learning -Learner growth in math development and targeted growth tracked through state and district assessments</p> <p>Staff Responsible for Monitoring: Administrators, Educators, Learning Coaches</p> <p>Problem Statements: Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Timely and targeted interventions will be provided to all learners (K-5) who are at risk of not meeting grade level standards.</p> <p>Strategy's Expected Result/Impact: -At-risk learners will receive academic support with a focus on closing gaps. -M-Class Interventions will be used for reading groups. -Targeted interventions will concentrate on HPLS.</p> <p>Staff Responsible for Monitoring: Administrators, Educators, Learning Coaches</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Subs for Design Days - 199 - State Comp Ed - \$2,194</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.</p> <p>Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff</p> <p>Staff Responsible for Monitoring: Administrators, Learning Coaches, Mentor Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.</p> <p>Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district</p> <p>Staff Responsible for Monitoring: Administrators, Learning Coaches, LAS, IB Coordinator, Educators</p> <p>Problem Statements: Student Learning 1, 3, 5 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Train educators, implement instruction, and monitor the progress of handwriting instruction in K-2.</p> <p>Strategy's Expected Result/Impact: -Students demonstrate better letter formation, spacing, and overall handwriting quality. -Educators use standardized methods and materials to teach handwriting. -Students develop better fine motor control, aiding in writing and other classroom activities. -Educators regularly assess and track students' handwriting progress, allowing for timely interventions. -Improved handwriting skills lead to greater confidence in writing tasks. -Educators gain new skills and techniques for teaching handwriting effectively.</p> <p>Staff Responsible for Monitoring: Administration, Learning Coaches, Educators</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions</p>
<p>Problem Statement 2: There is a need to focus on quality science instruction with a focus on critical thinking and application. Root Cause: Learners are not transferring the knowledge from hands-on to application-based questions.</p>

Student Learning

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with the implementation of PLC/MTSS processes/training across the district

Problem Statement 5: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs

Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all

Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 3: There is a need for additional professional learning on writing instructions, specifically handwriting in K-2. **Root Cause:** There is a lack of instruction, primarily in the mechanics of handwriting, with specific teacher feedback.

Problem Statement 4: There is a need to provide educators with professional learning that is targeted to campus IB Standards & Practices. **Root Cause:** There is a lack of educators making the IB Framework part of their teaching pedagogy.

Perceptions

Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

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 Sources: 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.</p> <p>Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners)</p> <ul style="list-style-type: none"> - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral) - Training for early childhood educators and administrators regarding culturally responsive interventions - Training for evaluation staff regarding culturally responsive evaluation practices - Increase family and parent engagement with MTSS processes and Special Education processes - Strengthen family engagement of MTSS process <p>Staff Responsible for Monitoring: Administrators, Educators, Learning Coaches</p> <p>Problem Statements: Student Learning 1, 3, 5 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continued utilization and training for data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>Strategy's Expected Result/Impact: - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)</p> <ul style="list-style-type: none"> - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social emotional and behavioral) -Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners - Creation of pre-post assessments, rubric creation <p>Staff Responsible for Monitoring: Administrators, Learning Coaches, Educators</p> <p>Problem Statements: Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally</p> <ul style="list-style-type: none"> - Training for classroom management and restorative practices - Continued implementation of Character Ed programs to help support PBIS - Use of Panorama Student Success Platform for progress monitoring - Increased communication between schools, learners and families - Focus on Panorama Playbook resources for intentional support for learners - Focus on additional behavior resources/tools collection - CISD Curriculum Documents <p>Staff Responsible for Monitoring: Administrators, Learning Coach, Educators</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p>Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives</p> <ul style="list-style-type: none"> - Resources for educators (including embedded items within curriculum documents for English Learners) - Continued focus on oral proficiency levels and spiraling this learning in training throughout the year - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners - Increased student achievement and progress levels -Use of Success Ed for a system of housing learner needs <p>Staff Responsible for Monitoring: Language Acquisition Specialists and Campus Administrators</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to have an aligned campus behavior management system to maximize learner instruction time. Root Cause: There is an increase in the number of learners receiving referrals for classroom disruptions.</p>
<p>Problem Statement 2: There is a need to continue establishing and maintaining strong, positive relationships for all learners. Root Cause: There has been a change in staff over the last few years, resulting in inconsistent expectations regarding parent engagement and communication.</p>
Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions</p>
<p>Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with the implementation of PLC/MTSS processes/training across the district</p>
<p>Problem Statement 4: 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.</p>
<p>Problem Statement 5: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause: Barriers exist within the current system for learning for all</p>

Perceptions

Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 2: Authentic Contributions: All learners at 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 Kindergarten through 5th Grade learners will participate in at least two courses/activities focused on career, college, and life readiness.

Evaluation Data Sources: IB portfolio reflections, learner surveys, interest inventories, IB planners, CTT design, curriculum documents, Panorama Survey data, Toddle Resources

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will develop a database of parents and community members' career, college, and life skills to be utilized during designing IB Units.</p> <p>Strategy's Expected Result/Impact: -creates connections to future-ready outcomes -Learners will have more opportunities to make connections and ask questions -Increase in parent and community involvement with the IB program. -Educators will design learning experiences that connect to the real world</p> <p>Staff Responsible for Monitoring: Administration, Educators, Instructional Coach, IB Coordinator</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary.</p> <p>Strategy's Expected Result/Impact: - Provide training that highlights real world application in lesson design -Provide training on course selection and opportunities - Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation) - Increase learner awareness of career, college and life readiness opportunities - Increase alignment in curriculum and resources provided for MS and elementary in terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips and speakers focusing on a variety of careers) - Texas College Prep via Texas College Bridge for High School - Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan. - Counselor support for learners in selecting courses at the secondary level - Training on 4 year plans for staff, learners and families - Partnership with Dallas College - Dual Credit - participation - Partnership with Tarleton participation - Family training and information on 4 year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships and life skills</p> <p>Staff Responsible for Monitoring: Administration, Educators, Learning Coaches, IB Coordinator, Counselor</p> <p>Problem Statements: School Processes & Programs 4, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus staff will participate in professional learning tied to the IB Essential Elements through the self-study process in preparation for re-authorization.</p> <p>Strategy's Expected Result/Impact: -Campus alignment in IB practices -Reflection on current practices -Continued growth in program development -Re-authorization approval from IBO</p> <p>Staff Responsible for Monitoring: Administration, Educators, Learning Coaches, IB Coordinator</p> <p>Problem Statements: School Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools.</p> <p>Strategy's Expected Result/Impact: -Growth in learner engagement levels -Building stronger problem solving and design thinking skills -Building understanding of CTE and career connections -Increasing ways for learners to show success in learning -Usage of coding and digital tools -Usage of goal setting tools, presentations, created products to show understanding and growth</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, STEAM teachers, Language Acquisition Specialists, Librarians, Counselors and GTI Specialist</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: 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.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause: Barriers exist within the current system for learning for all</p>
<p>Problem Statement 4: There is a need to provide educators with professional learning that is targeted to campus IB Standards & Practices. Root Cause: There is a lack of educators making the IB Framework part of their teaching pedagogy.</p>
<p>Problem Statement 5: There is a need for standards to be taught through integrated lessons and transdisciplinary teaching. Root Cause: The scope and sequence provided by the district are not transdisciplinary in nature.</p>
Perceptions
<p>Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 3: There is a need to educate parents and community members on the IB program to increase involvement. Root Cause: Barriers exist within the school community due to a lack of understanding.</p>

Goal 2: Authentic Contributions: All learners at 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 academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Evaluation Data Sources: IB Planners, learner reflections, learner BULB portfolios, parent feedback, IB SMORE, Global Citizen recipients, goal setting (digital or paper), digital resources

Strategy 1 Details	Reviews			
<p>Strategy 1: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: - Performance Tasks in learning - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners</p> <p>Staff Responsible for Monitoring: Administration, Educators, Learning Coaches, Counselor, IB Coordinator, GTI Specialist, Language Acquisition Specialist</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12 - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth - Digital Portfolio continued training and implementation - Aligned expectations for campuses throughout the year tied to Community Based Accountability</p> <p>Staff Responsible for Monitoring: Administration, Educators, Learning Coach</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions
School Processes & Programs
Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause: Barriers exist within the current system for learning for all
Problem Statement 5: There is a need for standards to be taught through integrated lessons and transdisciplinary teaching. Root Cause: The scope and sequence provided by the district are not transdisciplinary in nature.
Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth





Goal 2: Authentic Contributions: All learners at 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 3: Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Sources: -CISD District Committee for Artificial Intelligence planning and implementation
 -Training focused on digital learning, Texas Technology TEKS, balance of effective uses of technology in the classroom to promote engagement and hands-on learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.</p> <p>Strategy's Expected Result/Impact: - CISD District Committee for Artificial Intelligence planning and implementation</p> <ul style="list-style-type: none"> - Training focused on AI for CISD Staff - Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources - Review district policies and regulations including academic integrity, technology usage and digital citizenship - Training on assessing differently within instruction (content, process, product, and learning environment) <p>Staff Responsible for Monitoring: Administrators, Learning Coaches, Teachers</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences.</p> <p>Strategy's Expected Result/Impact: - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning</p> <ul style="list-style-type: none"> - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) - Review digital citizenship trainings and resources for learners, families and staff - Training to support balance of technology for hands-on learning - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment) - Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub <p>Staff Responsible for Monitoring: Administrators, Learning Coaches, Teachers</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to continue establishing and maintaining strong, positive relationships for all learners. Root Cause: There has been a change in staff over the last few years, resulting in inconsistent expectations regarding parent engagement and communication.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause: Barriers exist within the current system for learning for all</p>
Perceptions
<p>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.</p>

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

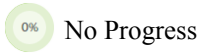
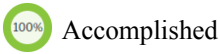
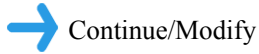

Performance Objective 1: Pinkerton will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/supports across the campus.

Evaluation Data Sources: Campus surveys: parents, learners, and staff, learner feedback, CTT design, IB planners

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.</p> <p>Strategy's Expected Result/Impact: - Implement training across the district (state required and other)</p> <ul style="list-style-type: none"> - Analyze training impact through reflection tools - Feedback from learners, families and staff (Panorama survey and PL feedback) - Parent University sessions throughout the year - Counselor Connections on Campuses for updates and training - Tracking training required in Professional Learning - Powerschool - Training on attendance - monitoring in Panorama - Training on Panorama Playbook strategies and monitor implementation - Investigate additional resources/training for drug and alcohol awareness - Training and resources provided for CISD staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life) <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need</p> <ul style="list-style-type: none"> - Increase awareness and action plans in order to support all learners with behavior needs - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying - Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners - Bringing in legal guidance training concerning discipline or campus/district administrators <p>Staff Responsible for Monitoring: Administration, Educators, Learning Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will host monthly parent information sessions with relevant information tailored to student and campus needs.</p> <p>Strategy's Expected Result/Impact: -More parents actively participate in their children's education.</p> <ul style="list-style-type: none"> -Parents are more familiar with the IB Program and its different elements. -Improved communication between parents and the school. - Parents gain a better understanding of how to support their children's learning and development. -A closer, more collaborative relationship between the school and the community. -Positive impact on student performance and behavior due to increased parental involvement. -Staff can address specific concerns and needs based on session feedback. <p>Staff Responsible for Monitoring: Administrators, IB Coordinator, Counselor</p> <p>Problem Statements: Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a behavior committee to develop and align consistent behavior management practices across the school.</p> <p>Strategy's Expected Result/Impact: -Clear and uniform behavior expectations and consequences across all classrooms. -Reduction in disciplinary issues and more positive student behavior. -A more positive, respectful, and inclusive school environment. -Teachers feel more supported and equipped with effective behavior management strategies. -Improved communication and collaboration between staff regarding behavior management. -Improved academic and social outcomes for students due to a more consistent and supportive behavioral framework.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Educators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to have an aligned campus behavior management system to maximize learner instruction time. Root Cause: There is an increase in the number of learners receiving referrals for classroom disruptions.</p>
Student Learning
<p>Problem Statement 4: 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.</p>
<p>Problem Statement 5: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause: Barriers exist within the current system for learning for all</p>
Perceptions
<p>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.</p>
<p>Problem Statement 3: There is a need to educate parents and community members on the IB program to increase involvement. Root Cause: Barriers exist within the school community due to a lack of understanding.</p>


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


Performance Objective 2: Pinkerton will continue to review current and create new curriculum documents, training, and implement specific programs to provide needed support/resources for counseling and social-emotional learning.


Evaluation Data Sources: campus threat assessments, behavior gating, behavior RtI, SPED progress reports, 504 minutes, learner surveys, parent feedback


Strategy 1 Details	Reviews			
<p>Strategy 1: Continue revising, updating, implementing and evaluating current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character</p> <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals (academic and social emotional) - Elementary and Secondary Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work - Implementation of social emotional support structures: class meetings, check-ins and restorative practices <p>Staff Responsible for Monitoring: Administrators, Educators, Counselors</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)</p> <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the PK-12 learning system - Requirements per the state for 80/20 for counselors (tracking learner support) - Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites) <p>Staff Responsible for Monitoring: Administrators, Educators, Counselors</p> <p>Problem Statements: Demographics 2 - Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)</p> <p>Strategy's Expected Result/Impact: - Continued partnership with SHAC</p> <ul style="list-style-type: none"> - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE <p>Staff Responsible for Monitoring: Administrators, Educators, Counselors</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: There is a need to continue establishing and maintaining strong, positive relationships for all learners. Root Cause: There has been a change in staff over the last few years, resulting in inconsistent expectations regarding parent engagement and communication.</p>
Student Learning
<p>Problem Statement 4: 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.</p>
<p>Problem Statement 5: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p>

Goal 4: Organizational Improvement and Strategic Design: We as Pinkerton Elementary 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: Pinkerton will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: District RtI committee feedback, STAAR and student inventory data, TELPAS, SPED progress reports, RtI spreadsheet, WIN time data sheets, behavior gating

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district within professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning</p> <ul style="list-style-type: none"> - 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth. 1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS). - Increase use of data to support evidence-based decisions for professional learning -Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama <p>Staff Responsible for Monitoring: Administration, Educators, Learning Coaches, Counselor</p> <p>Problem Statements: Student Learning 1, 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.</p> <p>Strategy's Expected Result/Impact: -Continue building repository of training within PowerSchool Professional Learning -</p> <ul style="list-style-type: none"> Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally - Streamline training and gathering of information from various stakeholders 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process <p>Staff Responsible for Monitoring: Administrators, Educators, Learning Coaches</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will participate in a professional book study on a topic aligned with campus interests and needs.</p> <p>Strategy's Expected Result/Impact: -Staff gain deeper insights and understanding of the chosen topic. -Educators apply new strategies and techniques in the classroom. -Staff engage in meaningful discussions and share ideas, fostering a collaborative learning environment. -The study addresses specific needs of the campus, leading to more relevant and impactful professional growth. -Staff feel more invested and motivated due to the focus on their interests and needs. -Improved teaching practices contribute to better student outcomes and learning experiences.</p> <p>Staff Responsible for Monitoring: Administration, Educators, Learning Coaches, Counselor</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions</p>
<p>Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with the implementation of PLC/MTSS processes/training across the district</p>
<p>Problem Statement 5: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. Root Cause: Barriers exist within the current system for learning for all</p>
<p>Problem Statement 2: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning</p>

Goal 4: Organizational Improvement and Strategic Design: We as Pinkerton Elementary 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 continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: Campus Schoology courses, PLC implementation rubric, Training documentation, Administrator/Educator feedback, CTT Agendas, IB Design Day Agendas, IB Unit Planners, Evaluation Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.</p> <p>Strategy's Expected Result/Impact: - Strategic plan advocacy deck - focused on the 7 pillars</p> <ul style="list-style-type: none"> - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile - Showcase learner growth of the whole child <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an aligned system at all campuses for the CISD Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: -Alignment within evaluation practices across the district</p> <ul style="list-style-type: none"> - Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA <p>Staff Responsible for Monitoring: Administrators, Educators, Learning Coaches</p> <p>Problem Statements: Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: There is a need to continue establishing and maintaining strong, positive relationships for all learners. **Root Cause:** There has been a change in staff over the last few years, resulting in inconsistent expectations regarding parent engagement and communication.

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions

Problem Statement 5: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

School Processes & Programs


Problem Statement 1: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all


Goal 4: Organizational Improvement and Strategic Design: We as Pinkerton Elementary 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: We will continue to review and maintain safety and security practices and will work to implement any additional strategies/ protocols put in place by the state.


Evaluation Data Sources: Safety drill reports in Raptor, Weekly door sweep documentation, Safety Meeting Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills take place within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations.</p> <p>Strategy's Expected Result/Impact: - 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.</p> <ul style="list-style-type: none"> - 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. Fall 2024 - 8.2 Strategy - Increase accountability of individual roles in safety protocols. - 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders. - Aligned practices for safety and security across the district - Aligned training for staff and learners in CISD - Safety of learners and staff in CISD - Communication to all stakeholders about safety and practices of CISD - Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days - Review of current district practices and staff hired to help support safety <p>Staff Responsible for Monitoring: Administration, Front Office Staff, District Safety Coordinator, School Resource Officer</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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 Discontinue

Performance Objective 3 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:** Continued need to focus on safety in our world and align our practices across the district.

State Compensatory

Budget for Pinkerton Elementary

Total SCE Funds: \$2,194.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Subs for Design Days		\$2,194.00
Sub-Total					\$2,194.00