Coppell Independent School District

Pinkerton Elementary

2023-2024 Campus Improvement Plan

Mission Statement

CISD Mission Statement

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

Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.
Engagement: We value collective engagement that positively impacts the lives of our children and our world.
Great Teaching: We value great teaching because we believe it is the key to deep learning.
Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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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 2022-23 school year, total enrollment was 354 which represents a decrease of -15.1% since 2018-19 (417 learners).

In 2022-23, the student population was 28.8% Asian, 43.5% White, 14.6% Hispanic, 3.9% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 8.4% multi-racial. Females made up 49.4% of the learners and males represented 50.6%. Our economically disadvantaged percentage was 5.3%.

Our Emergent Bilingual (EB) population consisted of 29 learners that made up 8.1% of our campus.   The top 5 foreign languages spoken by this student group were: Spanish (17.2%), Telugu (13.7%), Urdu (10.3), Tamil (6.9%), and Malayalam (6.9%). Additionally, 13.7% of our EBs were also economically disadvantaged.

Our 35 gifted and talented learners constituted 9.8% of our population. Our gender split in the GT group was 22.8% female and 77.2% male.   Of the four major ethnic groups, our GT learners were 37.1% Asian, 31.4% White, 11.4% Hispanic and 0% African American.

We had 62 learners that qualified for special education services, which represented 17.5% of our population. There were 18 learners with 504 accommodations, which was 5% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 96.12%, which decreased by 1.03% from the prior year.

STAFFING

Pinkerton employed 26 educators and 3 instructional aides in the 2022-23 school year. The number of teachers increased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 96.1% White, 3.8% 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 7.7%.

Overall, our educators had a varying level of professional experience: 3.8% (1) were new to teaching with 0-1 years of experience, 26.9% (7) had 2-5 years, 30.7% (8) had 6-10 years, 15.3% (4) had 11-15 years, 11.5% (3) had 16-20 years, and 11.5% (3) had more than 20 years. Looking at longevity within the district, 23% of our teachers had 0-1 years in district, 30.7% had 2-5 years, 23% had 6-10 years, 7.6% had 11-15 years, 11.5% had 16-20 years

and 3.8% had more than 20 years. The average years of professional experience was 9.9 with 6.2 years in the district.

Advanced degrees were held by 30.7% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal had 13 years of career experience in a professional position (not necessarily as a principal) and 7 years in Coppell. Our assistant principal had 17 years of professional experience and 0 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 82.61%. For educational aides it was 33.33%. We hired 6 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 83.3% female, 16.7% male, 0% new to teaching, 50% with 2-5 years of professional experience, 33.3% with 6-10 years, 16.6% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 23% new to the campus. The average years of professional experience was 6.1 with 0.6 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 (Prioritized): There is a need for increased phonics instruction to support all learners to ensure access to Tier I instruction in the classroom. **Root Cause:** There is a lack of consistent phonics instruction in K-2.

Problem Statement 2 (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.

Student Learning

Student Learning Summary

- **NWEA MAP: Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help:** https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm

- **mCLASS: Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY:https://drive.google.com/file/d/1XVNAZIis1WE-W5kzcSzVdIeaFROwquye/view?usp=sharing**

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	3	58	1577	0	100	84	55	58	1593	9	91	84	53	
Spring 2022	4	47	1663	4	96	87	57	47	1630	15	85	66	34	
Spring 2022	5	58	1687	9	91	74	50	58	1676	22	78	57	45	58
Spring 2023	3	59	1594	10	90	80	54	59	1562	10	90	73	41	
Spring 2023	4	61	1670	0	100	85	59	61	1662	10	90	72	39	
Spring 2023	5	49	1713	2	98	82	69	49	1786	2	98	82	47	49

TELPAS 2023															
Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K			56	44			44	56			33	67		11	44
1		9	55	36			73	27		18	55	27		27	36

TELPAS 2023														
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-

As we go into 2023-2024, 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.
- The number of learners that did not meet standards decreased in grades 3, 4, and 5 from 2021 to 2022.
- 3rd grade had 100% of their learner's score at approaches standard or higher.
- Our campus utilizes a variety of assessments (MAP, M-Class, DRA, I-Station) to ensure

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 utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.   **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

Problem Statement 3 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention.   **Root Cause:** Lack of training and focus on creating and analyzing formal and informal assessments.

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 digital tools and resources in K-5 resulting in increased learner achievement.   **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.

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 for K-5 alignment of balanced literacy in the areas of reading and writing. **Root Cause:** There is a need for updating balanced literacy structures. Not all grade levels have participated in the Reading Academies.

Problem Statement 3 (Prioritized): 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 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 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) when making decisions for professional learning

Problem Statement 7: 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.

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 K-5 alignment of balanced literacy in the areas of reading and writing.
Root Cause 1: There is a need for updating balanced literacy structures. Not all grade levels have participated in the Reading Academies.
Problem Statement 1 Areas: 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.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need for increased phonics instruction to support all learners to ensure access to Tier I instruction in the classroom.
Root Cause 3: There is a lack of consistent phonics instruction in K-2.
Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to target specific reading, writing and math skills to focus on early intervention.
Root Cause 4: Lack of training and focus on creating and analyzing formal and informal assessments.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to increase and align processes and procedures resulting in a safe and secure learning environment.
Root Cause 5: Continued need to focus on safety in our world and align our practices across the district.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to educate parents and community members on the IB program to increase involvement.
Root Cause 6: Barriers exist within the school community due to a lack of understanding.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 7: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions
Problem Statement 7 Areas: Student Learning

Problem Statement 8: 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 8: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

Root Cause 9: Learners need continued practice in positively communicating their needs, solve problems, and push through challenges.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need to focus on digital tools and resources in K-5 resulting in increased learner achievement.

Root Cause 10: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 10 Areas: Student Learning

Problem Statement 11: There is a need to have an aligned campus behavior management system to maximize learner instruction time.

Root Cause 11: There is an increase in the number of learners receiving referrals for classroom disruptions.

Problem Statement 11 Areas: Demographics

Problem Statement 12: There is a need to provide educators with professional learning that is targeted to campus IB Standards & Practices.

Root Cause 12: There is a lack of educators making the IB Framework part of their teaching pedagogy.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: There is a need for standards to be taught through integrated lessons and transdisciplinary teaching.

Root Cause 13: The scope and sequence provided by the district are not transdisciplinary in nature.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need to create and maintain systems to support high levels of learning for all.

Root Cause 14: Barriers exist within the current system for learning for all

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There is a need to identify and elevate additional measures of success for learners.

Root Cause 15: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 15 Areas: Perceptions

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			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - High-quality Tier I instruction for learners - 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 **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 3, 5				
Strategy 2 Details	Reviews			
Strategy 2: Educators will design and implement IB Units of Inquiry with a focus on transdisciplinary/inquiry-based instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -increased learner connectedness and engagement to the learning -deeper understanding -see more inquiry activities in the classrooms -learner agency increases -concepts integrated throughout daily teaching engagements **Staff Responsible for Monitoring:** Campus Administration, Educators, Instructional Coach, Campus IB Coordinator, Campus Librarian **Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1, 4, 5				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -High quality Tier I instruction for learners -Instruction focused on high priority standards **Staff Responsible for Monitoring:** Administrators, Educators, Instructional Coach **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 3	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.	**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach **Problem Statements:** Student Learning 1 - School Processes & Programs 3	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.	**Formative**			**Summative**
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 **Staff Responsible for Monitoring:** Administrators, Educators, Instructional Coach **Problem Statements:** Student Learning 1, 3	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Timely and targeted interventions will be provided to all learners (K-5) who are at risk of not meeting grade level standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -At-risk learners will receive academic support with a focus on closing gaps.	Nov	Feb	Apr	June

-M-Class Interventions will be used for reading groups.
-Targeted interventions will concentrate on HPLS.
Staff Responsible for Monitoring: Administrators, Educators, Instructional Coach

Problem Statements: Student Learning 3 - School Processes & Programs 3
Funding Sources: - 199 - State Comp Ed - $2,785

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for increased phonics instruction to support all learners to ensure access to Tier I instruction in the classroom.   **Root Cause**: There is a lack of consistent phonics instruction in K-2.
Problem Statement 2: 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.

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 2: 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**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 3: There is a need to target specific reading, writing and math skills to focus on early intervention.   **Root Cause**: Lack of training and focus on creating and analyzing formal and informal assessments.
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.

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 3: 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 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.
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.

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			
Strategy 1: The campus will utilize Panorama Student Success Platform to create common WIN Time groups across the campus for vertical alignment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Consistent intervention being provided to learners -Collaboration between educators -Growth in areas of need -Differentiation of content to best meet all learner's areas of need **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach **Problem Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Educators will use collaborative team time to analyze both qualitative and quantitative data such as pre-assessments, district and state assessments, and common formative assessments (CFAs).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -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 to design interventions and enrichment. **Staff Responsible for Monitoring:** Administrators, Educators, Instructional Coach, IB Coordinator **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.	Formative			Summative
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) - 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 **Staff Responsible for Monitoring:** Administrators, Educators, Instructional Coach **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 3	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	Formative			Summative
Strategy's Expected Result/Impact: - Development of data analysis protocol - Implementation of Performance Matters assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis) - Awareness, training and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district - Increased student achievement (academic, social emotional and behavioral) **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Educators **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: 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.	Formative			Summative
Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally - 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 **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Educators **Problem Statements:** Demographics 2 - Student Learning 4	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Educators will collaborate in Professional Learning Communities to design targeted extension and enrichment opportunities for all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased student engagement - Increase in district benchmark assessments (MAP, M-Class) for high achieving learners -Student agency promoted through voice and choice -Collaboration between various support staff roles and educators **Staff Responsible for Monitoring:** Administrators, GT Educator, Instructional Coach, Educators **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2				

Strategy 7 Details	Reviews			
Strategy 7: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - 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 **Staff Responsible for Monitoring:** Language Acquisition Specialists and Campus Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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.

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 2: 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**: Lack of multiple data sources across the district being used to show evidence of learner growth
Problem Statement 3: There is a need to target specific reading, writing and math skills to focus on early intervention.   **Root Cause**: Lack of training and focus on creating and analyzing formal and informal assessments.

Student Learning
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.

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 3: 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.

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			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach, IB Coordinator **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators enhancing curriculum connections to real world application in learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Provide training that highlights real world application in lesson design - Increase use of business partners and resident experts to support curriculum connections - 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 **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach, IB Coordinator, Counselor **Problem Statements:** Student Learning 4 - School Processes & Programs 1 - Perceptions 2				

Strategy 3 Details		Reviews		
Strategy 3: Campus staff will participate in professional learning tied to the IB Approaches to Learning skills to promote staff and learner utilization.		**Formative**		**Summative**
		Nov	Feb	Apr	June

	Strategy 3 Details		Reviews		
Strategy 3: Campus staff will participate in professional learning tied to the IB Approaches to Learning skills to promote staff and learner utilization. **Strategy's Expected Result/Impact:** -creates connections to future-ready outcomes -ATL skills will be utilized by learners on an ongoing basis -Goals and reflections on activities will provide educators with next steps -Educators will design learning experiences that connect to the real world **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach, IB Coordinator **Problem Statements:** School Processes & Programs 4, 5 - Perceptions 2	**Formative**			**Summative**
	Nov	Feb	Apr	June

	Strategy 4 Details		Reviews		
Strategy 4: Implement STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes. **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 **Staff Responsible for Monitoring:** Campus Administrators, Digital Learning Coaches, Instructional Coaches, Language Acquisition Specialists, Librarians, Counselors and GTi Specialist **Problem Statements:** Student Learning 5 - Perceptions 2	**Formative**			**Summative**
	Nov	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
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.
Problem Statement 5: There is a need to focus on digital tools and resources in K-5 resulting in increased learner achievement. **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

School Processes & Programs
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.
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
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.

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			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning throughout their educational career.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Learner digital portfolios -Educator digital portfolios -Digital portfolio continued training and implementation -A comprehensive view of the learner **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach, IB Coordinator, DLCs **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach, Counselor, IB Coordinator, GTI Specialist, Language Acquisition Specialist **Problem Statements:** Student Learning 5 - School Processes & Programs 1 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 3: Specialists will create family/community events to showcase learners' experiences in learning, creating, and performing, such as STEAM Night, Art & Culture Night, and Musical Performances.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: -Increased parent and learner engagement -Support from stakeholders on the specials being offered -Learners being able to share their successes in other parts of their learning day **Staff Responsible for Monitoring:** Administration, Educators, Instructional Coach **Problem Statements:** Student Learning 4 - School Processes & Programs 3 - Perceptions 2, 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
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.
Problem Statement 5: There is a need to focus on digital tools and resources in K-5 resulting in increased learner achievement. **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 3: 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.

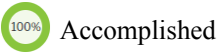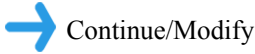| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
| **Problem Statement 3**: There is a need to educate parents and community members on the IB program to increase involvement. **Root Cause**: Barriers exist within the school community due to a lack of understanding. |

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			
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 education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Implement trainings across the district
- Analyze training impact through reflection tools
- Increase awareness of unconscious biases
- Feedback from learners, families and staff
 	
    Staff Responsible for Monitoring: Administration
 	
    Problem Statements: Demographics 2 - Student Learning 4				

Strategy 2 Details	Reviews			
Strategy 2: Create, train, and utilize common behavior strategies to minimize loss of instructional opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Learners are given specific strategies to help with behavior.	**Nov**	**Feb**	**Apr**	**June**

-Educators are provided support and feedback based on class needs.
-Special Education Program teachers help support General Education teachers with meeting individual needs.
    Staff Responsible for Monitoring: Administration, Educators, Iand nstructional Coach
 	
    Problem Statements: Demographics 2				

Strategy 3 Details	Reviews			
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) **Strategy's Expected Result/Impact:** - Continued partnership with SHAC - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Student Learning 4 - Perceptions 2	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 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.

Student Learning
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.

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 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			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need - 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 - 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 **Staff Responsible for Monitoring:** Administrators, Educators, Counselors **Problem Statements:** Demographics 2 - Student Learning 4				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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.
Student Learning
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.

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			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -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
   Staff Responsible for Monitoring: Administration, Educators, Instructional Coach, Counselor
 	
   Problem Statements: Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: We will align and provide support for our campus concerning needs for professional learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Specific needs of educators are being met	**Nov**	**Feb**	**Apr**	**June**

-Promote campus educators presenting and sharing their knowledge
 -Targeted professional learning based on campus goals to increase learner achievement.
   Staff Responsible for Monitoring: Administrators, Educators, Instructional Coach
 	
   Problem Statements: School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 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

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		
Strategy 1: Continue implementing a CISD Community Based Accountability System (CBAS).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will be assessed in multiple ways to show growth, not just academics. Educators will measure growth in multiple ways. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1 - Perceptions 2	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 2 Problem Statements:

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

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 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			
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.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All staff members will be trained in Raptor for conducting drills. More accountability for all staff and guests who are on campus in an emergency situation. **Staff Responsible for Monitoring:** Administration, Front Office Staff, District Safety Coordinator, School Resource Officer **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ 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: $1,486.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Campus Funding Summary

199 - State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$2,785.00
				Sub-Total	$2,785.00