



PINKERTON CAMPUS IMPROVEMENT PLAN

2008-2009

KRISTI MIKKELSEN
PRINCIPAL

MISSION STATEMENT:

The mission of the Coppel Independent School District, as a global leader in educational excellence, is to ensure our students achieve personal success, develop strong moral character, and become dynamic citizens through a customized, innovative learning experience led by a visionary staff and community.

Pinkerton Campus Improvement Plan 2008-2009

PINKERTON CAMPUS IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: EACH STUDENT MEETS OR EXCEEDS THE SET STANDARD ON STATE ACCOUNTABILITY TESTS.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Increase performance for each student group in each subject assessed by TAKS to reflect:
 - no more than a 5% variance between groups and
 - at least 10% gain in commended performance

STRATEGIC OBJECTIVE/GOAL 2: THE DISTRICT WILL DEMONSTRATE EDUCATIONAL EXCELLENCE.

- **Performance Objective 1:** Establish learning environments most appropriate for the implementation of 21st century learning skills.
- **Performance Objective 3:** Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
- **Performance Objective 4:** Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.
- **Performance Objective 5:** Increase the number of students served in the least restrictive environment through a continuum of services.

STRATEGIC OBJECTIVE/GOAL 3: EACH STUDENT WILL CONSISTENTLY DEMONSTRATE IDENTIFIED CISD CHARACTER TRAITS WITHIN HIS/HER SCHOOL AND COMMUNITY.

- **Performance Objective 1:** Seamlessly integrate character education into Coppell ISD curriculum.
- **Performance Objective 2:** Establish consistent safe and drug-free school programs district-wide.

STRATEGIC OBJECTIVE/GOAL 4: ALL STUDENTS WILL ANNUALLY PARTICIPATE IN MEANINGFUL SERVICE ACTIVITIES WITHIN THEIR COMMUNITY.

- **Performance Objective 1:** Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.

STRATEGIC OBJECTIVE/GOAL 5: EACH STUDENT SUCCESSFULLY COMPLETES OR MAKES APPROPRIATE PROGRESS TOWARD PERSONAL EDUCATIONAL GOALS.

- **Performance Objective 2:** Improve access to student information through electronic database and management systems.
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Pinkerton Campus Improvement Plan 2008-2009

SUMMARY:

At Pinkerton Elementary, we strive to increase the rigor and relevance of instruction and build life long relationships with each of our students. Our ultimate goal is to keep the best interest of each individual student in mind when making decisions and plans. Our Campus Improvement Plan is our guideline for continuous improvement.

Pinkerton will spend the 2008-2009 school year researching and implementing plans to maximize the learning potential for all students. With 76% White, 7% Asian, 7% African American and 9% Hispanic populations, it is imperative that we implement research based instruction to ensure educational excellence for all. Instructional strategies and programs that we are implementing at Pinkerton are: Write From the Beginning, Vertical Teams to align with research based best practices, Three Tier Response to Intervention, Literacy Work Stations, and guided reading in all classrooms. In addition we will focus on character education and service learning.

Pinkerton Campus Improvement Plan 2008-2009

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans and curriculum-based assessments (CBAs)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations & discussions	Implement district revised written curriculum documents which align with research-based best practices	K-5 grade Science, K-5 Math &	Science, Social Studies, Math and Languages Other then English, (LOTE) Directors, Curriculum representatives, staff	August 2008	June 2009	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc.,	Curriculum Unit Plans, Monthly Team Meetings, Forethought lesson plans	
Campus Needs Assessment Survey	Pilot the implementation of Measures of Academic Progress (MAP)	Grades 3-5, Science, Math, Reading	Campus Administrators, Grades 3-5 instructional staff	September 2008	June 2009	Northwest Evaluation Assn. assessment: Measures of Academic Progress	Assessment comparison; data	
CBA data, MAP data, CBA data/local assessment comparison	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Campus Admin, teachers	August 2008	June 2009	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, campus walk through observations	
Classroom observations, CBA data/local assessment comparison	Utilize CBA or MAP data to inform instruction	All	Campus Admin, Team leaders and Teachers	August 2008	June 2009	Achievement Series data	Forethought lesson plans and campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.							
Performance Objective 2:	Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<p>Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.</p> <p>Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings,</p>	<p>Participate in training in:</p> <ul style="list-style-type: none"> • Research-Based Best Practices such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design, etc. • Response to Intervention (Rtl) process 	All CISD instructional staff	Director of Staff Development	August 2008	June 2009	Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS,	Documentation of staff attendance Eduphoria records, on-line and paper evaluations	

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Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
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Campus Needs Assessment Survey	Collaborate and observe the delivery of instructional strategies at other schools by visiting select campuses	Staff	Campus Admin.	August 2008	June 2009	Extra planning time, TEKS, Forethought, Substitutes to cover classes, Director of Elementary Education	Campus Visits	
Campus Needs Assessment Survey	Implement an instructional focus in writing at each staff meeting	Staff	Campus Admin, Content specialists	August 2008	June 2009	Curriculum Team	Staff meeting agendas	

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Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Monitor the implementation of Research-Based Best Practices & RTI process	Instructional staff	Curriculum Team, Intervention Services, Campus Admin	August 2008	June 2009	Curriculum Department, Intervention Services, Campus Admin, Counselors, <u>The Pre-Referral Intervention Manual</u>	Classroom walk through observations, Forethought lesson plans, PST meeting minutes	Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.

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Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and local assessment data, campus discussions	Implement standards-based report cards leveling 3 rd grade	Grade 3	Campus Administrators & 3 rd grade teachers; Curriculum Team	August 2008	June 2009	Standards-based report cards, Elementary Curriculum Director, Staff Development Director	Utilization of standards-based report cards	
Campus Needs Assessment Survey	Revisit <u>Strategies that Work</u> by Stephanie Harvey and develop a plan to sequentially implement strategies into all classrooms to enhance reading comprehension	Instructional Staff	Campus Administration, Literacy Coach, Staff	September 2008	June 2009	<u>Strategies That Work</u> by Stephanie Harvey, Literacy Coach, Campus Content Specialists		
Review of DRA writing folders, classroom observations	Pilot <u>Handwriting Without Tears</u> in Kindergarten to support campus writing goals	Kindergarten, individual students in Grades 1-5 showing difficulty in letter formation	Kindergarten Staff, Literacy Coach, Campus Administration	September 2008	June 2009	<u>Handwriting Without Tears</u> by Janice A. Olsen, Learning Lab		

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Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Needs Assessment Survey	Reorganize Learning Lab structure to enhance learning in all curriculum areas	Instructional staff, Campus Administration	Instructional Staff, Campus Administration, outside tutors	August 2008	May 2009	Title I: \$ 7,800.00 199-11-6112.00-101-9-24 Title I: \$ 200.00 199-11-6399.00-101-9-24		
Campus Needs Assessment Survey	Provide after school tutoring and homework program and provide bus transportation for students needing additional tutoring after school	At-Risk Students	Campus Administration, Instructional Staff	October 2008	April 2009	SCE: \$1,200.00 199.11-6494.00-101-9-24 SCE: \$1,000.00 199-11-6112.00-101-9-24 SCE: \$1,212.00 199-11-6399.00-101-9-24	Data collection on growth, TAKS, CBA's	
Campus Needs Assessment Survey	Provide materials and training for teachers to implement Investigations math program which is part of the new state-adopted curriculum.	K-5 students	Campus Admin, Staff	September 2008	June 2009	Title I: \$13,686.00	Training, Lesson Plans, Team Meetings	

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Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> • no more than a 5% variance between groups and • at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and Local Assessments, TAKS Summary Report	Analyze assessment data to determine target areas for instruction	All	Campus administrators, and teachers	August 2008	June 2009	TAKS and local assessment data, Tetradata, Achievement Series	Instructional target area action plan	
AEIS Report and Local Assessments, TAKS Summary Report	Develop and monitor implementation of instructional target area action plans	All	Campus Administrators, Teachers	August 2008	June 2009	Instructional target area action plan, Tetradata, Achievement Series, Campus leadership team	Forethought lesson plans, District level walk throughs/campus visits, use of instructional target area action plan	

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Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> • no more than a 5% variance between groups and • at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and Local Assessments, TAKS Summary Report	Develop a comprehensive plan designed to increase commended performance in each student group in all subject areas assessed.	All	Campus Administrators & Staff	August 2008	October 2008	State Assessment Data, Cultural Literacy Resources and Best Practices, Tetradata, District Template	Campus Plan, Local Assessments, Campus Comprehensive Commended plan	
AEIS, TAKS Summary Report	Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning	Special Ed	Campus Administrators, Sp. Ed Teachers	August 2008	June 2009	TAKS Alt and TAKS-M data Local Assessment Data	IEP Progress ARD Committee Reports	
Campus Needs Assessment Survey	Develop & implement a "Time to Shine with Writing" once a month schoolwide	All	Campus Admin, Staff	August 2008	June 2009	Writing prompts	Writing collections and calendar	
Campus Needs Assessment Survey and TAKS	Continue training on "Write From the Beginning"	All	Campus Admin, Staff	August 2008	June 2009	Training	Walkthroughs, Forethought lesson plans, and sign in sheets	
Campus Needs Assessment Survey, AEIS, TAKS	Create a mentor/buddy system for students needing assistance	At-Risk Students	Campus Admin, Staff	August 2008	June 2009	Director of Elementary Education	Mentor calendar	
Campus Needs Assessment Survey, TAKS	Increase 4 th grade writing scores to at least 20% scoring a "4"	Grades K-5	Campus Admin, Staff	August 2008	June 2009	Forethought lessons, tutoring	TAKS data	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> • no more than a 5% variance between groups and • at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Assessment Information, CBA's, Benchmark Results	Provide technology-based intervention programs for identified students (such as Raz-Kids, Study Island)	Grades K-5	Campus Admin, Literacy Coach, Staff	August 2008	June 2009	Title I: \$2,500.00	Progress Monitoring	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21 st century learning research	Explore opportunities for the implementation of problem/project-based learning such as service learning	Grades K-5	Curriculum Team, Campus Admin, Teachers	August 2008	June 2009	21 st century learning research, PLC studies, Service Learning curriculum, Local and Federal Funds	Evaluation of pilot programs	
21 st century learning research	Expand opportunities for small learning communities throughout the school day	Grades K-5 students and staff	Campus Admin, Curriculum Team	August 2008	June 2009	Small Learning Community (SLC) and Professional Learning Community studies (PLC) Local and Federal Funds	Master schedules, meeting agendas, reflective feedback	
Campus Needs Assessment Survey	Provide campus staff development through a book study of <u><i>Good to Great</i></u>	Staff	Campus Admin., Staff	August 2008	June 2009	The book, <i>Good to Great</i>	Sign in sheets from the book study	
Campus Needs Assessment Survey	Implement a new buddy class program with mentors for various academic subject areas for all grades	All	Campus Admin., Staff	August 2008	June 2009	Small Learning communities	Master Schedules, Forethought Lesson Plans	
Campus Needs Assessment Survey	Attend staff development sessions and conferences tailored to meet the needs of at-risk students, such as visits to The Ron Clark Academy.	Staff	Campus Admin., Staff	August 2008	June 2009	Title I: \$15,000.00	Reflective feedback; lesson plans	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 3:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.							
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees, TExES Scores							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
No Child Left Behind (NCLB)	Attend training for administrators regarding highly qualified guidelines	All	Campus Admin.	September 2008	May 2009	Printed materials	Agendas, sign-in sheets	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 4	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.							
Summative Evaluation:	GT Program Strategic Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State GT Plan	Implement the newly developed revised plan for the GT program	GT evaluation team	Campus admin., staff	August 2008	June 2009	GT Team members, CISD GT Program Evaluation	Agendas, action plans	
Campus Needs Assessment Survey	Increase # of teachers certified GT to 100%	Classroom teachers	Campus admin., GT campus teacher, staff	August 2008	June 2009	GT campus teacher; Campus admin., District Director of Gifted Education	Attendance certificates	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 4	Improve the K-12 gifted and talented program to the level of “recognized” according to the State of Texas GT criteria.							
Summative Evaluation:	GT Program Strategic Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Needs Assessment Survey	Attend ongoing training on Co-Teaching for general education and special education teachers	Special Ed	Campus Administrators, special education teacher, staff	June 2008	June 2009	Exec. Dir of Intervention Services,	Meeting Agenda, Handouts, attendance verification	
Campus Needs Assessment Survey	Monitor co-teach model for instruction	Special Ed	Campus Administrators, Special Education teacher, staff	August 2008	June 2009	Exec. Dir of Intervention Services	Classroom Observation/walk-throughs	
Campus Needs Assessment Survey	Establish parameters and guidelines for our campus to ensure that students are served in the least restrictive environment	Special Ed	Campus Administrators, PST campus team	June 2008	June 2009	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	ARD committee reports , PEIMS Report	

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Strategic Objective/Goal 3	Each student will consistently demonstrate identified CISD character traits within the school and community.							
Performance Objective 1:	Seamlessly integrate character education into Coppell ISD curriculum.							
Summative Evaluation:	Assessment results, Character Ed Program recommendation							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Review current K-5 character education program and enhance the program through students developing video clips to portray character traits to be played on Friday Live	All	Staff	August 2008	June 2009	Director of Student Services, I Team specialist, Current CISD character education program, Violent Criminal Incidents Report, counselors	Professional discussions, Student Video tapes for Friday Live, discipline report review and comparison to prior years	
Campus Needs Assessment Survey	Implement "Project Wisdom" Character Education program to reduce <ul style="list-style-type: none"> • Bullying • Aggression and increase cooperation and modeling of citizenship qualities	All	Counselor, Campus Administrators, Staff	August 2008	June 2009	Training at staff meetings, Daily Words of Wisdom on announcements, instructional materials, Counselor, Director of Student Services	Staff feedback, discipline data, student survey, staff meeting agendas	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.							
Performance Objective 2:	Establish consistent safe and drug free school programs district wide.							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback, current events, student survey	Continue to publicize safe and drug free programs.	All	Pinkerton PTO publicity chairman, counselor, staff	August 2008	June 2009	Director of Student Services, newsletters, Get Connected Committee, (Police, Assistance League, YMCA/ Care, Pinkerton PTO health and welfare committee) Region 10 Texas Drug & Alcohol Survey, PTO	Newsletters, newspapers, campus & community feedback,	
Discipline Referrals, Anecdotal campus reports	Consistently implement a relational aggression prevention program <ul style="list-style-type: none"> • Bullying 	All	Counselor, Staff	August 2008	June 2009	Training at staff meetings, Director of Student Services, Support materials, School Resource Officers (SROs),	Curriculum documents, counselor & nurse feedback, Counselor lesson plans, discipline data, staff meeting agendas	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student-driven projects.							
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Needs Assessment Survey	Increase the student participation in SL projects	All	Campus Service-Learning Leader	August 2008	May 2009	Campus SL Leaders, Campus staff, Documentation of SL hours, , SL participation form	SL participation form, Report of SL projects, Newspaper articles, campus listing of projects, SL participation form	
Community needs, Teacher input,	Identify SL projects that best align with written curriculum and following the STARS model	All	Campus Service Learning Leader, Curriculum Team, Staff	August 2008	June 2009	Curriculum plans, <u>Project WILD, Complete Guide to Service Learning</u> , Campus SL Leaders, Local funds, SL grant	Report of SL projects	
Service Learning teacher input	Attend staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills. Increase teacher attendance Staff Dev on Service Learning.	All	Campus SL Leaders, staff	August 2008	June 2009	SL grant, Staff Dev. Director, Region 10	Agendas, Documentation of training	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.							
Performance Objective 2:	Improve access to student information through electronic database and management systems.							
Summative Evaluation:	Eduphoria posting of training dates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Attend training on new Special Education data-based system	Special Ed	Special Education Teacher, Campus Diagnostician, Speech Teacher	June 2008	June 2009	Executive Dir. Of Intervention Services, Directors of Special Education SPED	Meeting agenda, handouts, feedback from campus staff; review of information of database	

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APPENDIX

Needs Assessment:

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

Special Populations (Sp. Pop):

ABC's=Academics, Behavior, Communication & Social Skills

AP=Advanced Placement

AR=At Risk

E=Ethnicity

ESL=English as a Second Language

GT=Gifted and Talented

IE =Individual Education Plan

IBDP=International Baccalaureate Diploma Program

ICLE=International Center for Leadership in Education

LASSO=Language Acquisition and Social Skills Opportunities

LOTE=Language Other than English

LS=Life Skills

PA=Practical Academics

PLC=Professional Learning Communities

PST =Promoting Success Teams

SE=Special Education

SL=Service Learning

SL=Structured Learning

[SPP](#) =State Performance Plan

TES=Texas Effectiveness Student Teacher

TOSA=Teachers on Special Assignment

YMCA/CARE=Chemical Awareness Resource Education

Committees: AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

Federal Funds: T1=Title 1, TITLE II=Title 2, TITLE IID-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education