



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Brinker Elementary School

Principal: [Barbara Lange](#)

Mission Statement: To guide all children to gain confidence, be life-long learners and responsible, caring members of our community.



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan: **Thursday, October 13, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 19, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 23, 2017**

2016-2017 Campus Status

Check all that apply

- Title III English Learner Campus
 Non-Title I Campus
 Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	Enter funding \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Lindsey Girlinghouse	Faculty Member (AP)	2016-2017	Yes	Yes	Yes
Sydney Minter	Faculty Member	2015-2016		Yes	Yes
Maddie Ziegler	Faculty Member	2014-2015	Yes	Yes	
Kris Enck	Faculty Member (PLC- Math)	2016-2017	Yes	Yes	Yes
Amy Chilcutt	Faculty Member (PLC- Science)	2016-2017	Yes	Yes	Yes
Kacy Young	Faculty Member (PLC- LA)	2016-2017	Yes	Yes	Yes
Carol Truscott	Faculty Member, Special Education	2016-2017		Yes	Yes
Barbara Lange	Principal	2005-2006	Yes	Yes	Yes
Geralyn Hendrick	District Professional (Curriculum)	2016-2017		Yes	Yes
Sue Johnson	Campus Professional, Non-teaching	2016-2017		Yes	Yes
Christina Stelzl	Campus Professional, Non-teaching	2009-2010	Yes	Yes	Yes
Beverly Arledge	Support Staff Member	2002-2003	Yes	Yes	Yes
Julie Pascuzzi	Parent-Selected by PTA	2015-2016		Yes	Yes
Alice Chao	Parent-Selected by Principal	2014-2015	Yes	Yes	Yes
Tara Kesler	Parent	2015-2016	Yes	Yes	Yes
Julie Chisum	Parent	2015-2016		Yes	Yes
Sarah Duffy	Parent	2015-2016	Yes	Yes	
Jill Levy	Parent	2015-2016		Yes	Yes
Jeanine Koepke	Community Member	2014-2015	Yes	Yes	Yes
Kim Gleason	Community Member	2014-2015	Yes		Yes
Ryan Zea	Business Representative	2014-2015			
Cynthia Zea	Business Representative	2014-2015			

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Define high-yield instructional strategies and reinforce their use in all classrooms. (SW BP 11) (CL 6, 7, and 12)
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of curriculum. (SW BP 17) (CL 13, 14, and 15)

Critical Action 1

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. (SW BP 11) (CL 6, 7, and 12)

Project Lead:	Principal, Assistant Principal, Specialists, Team Leaders							
Staff, Title I Staff:	Classroom teachers, instructional support team							
Materials and Resources:	TEKS, PISD Curriculum, Edugence data, book: <u>7 Steps to a Language Rich Interactive Classroom</u>							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Use high yield instructional strategies as tools to support rigorous learning.	<ul style="list-style-type: none"> Weekly grade level meetings Monthly/ quarterly PLC meetings Monthly Tech Tuesday Monthly staff meetings 	<ul style="list-style-type: none"> Meeting notes Lesson plans Walkthrough observation notes TTESS observation notes Staff meeting agendas 	<p>Formative and Summative Notes:</p> <ul style="list-style-type: none"> - Instructional team and teachers shared research-based strategies during team meetings, PLC meetings, CMIT/Kid Talks, and goals meetings, etc. - Daily small group instruction for reading and math in all grade levels - Jennifer Ruth completed Growth Mindset professional development with teachers, which included strategies for learning.
PLC book study using the book <u>7 Steps to a Language Rich Interactive Classroom</u>	<ul style="list-style-type: none"> Monthly/ quarterly PLC meetings 	<ul style="list-style-type: none"> Meeting notes Lesson plans Walkthrough observation notes 	<p>Formative and Summative Notes:</p> <ul style="list-style-type: none"> - Teachers worked within PLC groups to collaborate on ways to use 7 steps in their classroom. Teachers then implemented 7 steps in their classrooms. - Principal and AP used 7 steps in walkthrough observations and provided feedback to teachers. - Teachers and students used interactive word walls to build language rich environment.
Continually monitor and discuss student learning	<ul style="list-style-type: none"> Weekly Kid Talk/ Rtl meetings Monthly CMIT meetings Weekly grade level meetings 	<ul style="list-style-type: none"> Meeting notes MAP performance data Rtl data in Edugence 	<p>Formative and Summative Notes:</p> <ul style="list-style-type: none"> - Teachers, administrators, and specialists analyzed STAAR, MAP, Plano Literacy, and TPRI data to discuss student response to intervention and enrichment and to discuss research based strategies to meet needs. - Teachers used Edugence to document Rtl interventions. Instruction specialist and PLC leaders

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			provided continual training and assistance throughout the year for using Edugence. Teachers will discuss interventions at team meetings and adjust instruction as necessary.

Critical Action 2

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of curriculum. (SW BP 17) CL 13, 14, and 15

Project Lead:	Principal, Assistant Principal, Specialists, Team Leaders							
Staff, Title I Staff:	Classroom teachers, instructional support team							
Materials and Resources:	TEKS, PISD Curriculum, Edugence data							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Use targeted interventions or adjustments to address learning needs of students.	<ul style="list-style-type: none"> Weekly grade level meetings Monthly/ quarterly PLC meetings Monthly Tech Tuesday Monthly staff meetings 	<ul style="list-style-type: none"> Rtl documentation Kid Talk and CMIT meeting minutes 	<p>Formative and Summative Notes:</p> <ul style="list-style-type: none"> Daily Tier II and Tier III instruction through classroom teachers and specialists Daily small group instruction in reading and math in all grade levels. ESL Specialist provided Tier III instructional support to ESL students. Instruction specialist and dyslexia support teacher provided Tier III instruction to students. Teachers used Edugence to document Rtl interventions. Instruction specialist and PLC leaders provided continual training and assistance throughout the year for using Edugence. Teachers discussed interventions at team meetings and adjusted instruction as necessary. Teachers and instructional support specialists used Map scores to target specific interventions and instructional strategies. Interventionist worked with specific ESL students in 3-5 grades.
Utilize instructional support team to provide interventions beyond the classroom for students that failed 2016 STAAR.	<ul style="list-style-type: none"> Weekly grade level meetings Monthly/ quarterly PLC meetings Monthly Tech 	<ul style="list-style-type: none"> RTI documentation Specialists schedules 	<p>Formative and Summative Notes:</p> <ul style="list-style-type: none"> Instruction specialist and dyslexia support teacher provided Tier III instruction to students that failed STAAR.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
	Tuesday <ul style="list-style-type: none"> • Monthly staff meetings 		
Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.	<ul style="list-style-type: none"> • Daily 30 minute I/E targeted intervention and enrichment time 	<ul style="list-style-type: none"> • Master Schedule • Lesson plans 	Formative and Summative Notes: <ul style="list-style-type: none"> - The master schedule provided time for opportunities for extension through Intervention/Enrichment time. - Teachers and instructional support specialists used Map scores to target specific interventions and instructional strategies.

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Brinker Elementary Campus Wellness Plan
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	PE department worked with PTA representative to bring Drum Fit program and coordinate Fun Run
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	Fitness classes cover topics including staying safe, nutrition, "my body", and wellness. Each is covered for a nine week period.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Health bulletin boards are located in the gym and cafeteria.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Events are promoted through social media, marquee, newsletter
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Students were assessed to determine if adaptations or accommodations would be needed for various PE activities.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Fitnessgram results are provided online to students in grades 3-5 each fall and spring. Printed results are provided to 4 th graders.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (Required)			
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Teacher lesson plans are written and implemented.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Students use pedometers in order to track steps for Marathon Kids program.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Detailed lesson plans are utilized in grades K-5.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	All students receive 30 minutes per day of recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Brain Breaks are incorporated in all grade levels.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Assistant Principal, Secretary, and teachers monitored attendance and communicated with parents regularly.

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Unstructured areas (ex: recess, transitions)
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Formative Notes: Unstructured areas (ex: recess, transitions)
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Formative Notes: Reinforcement through positive behavior supports and RTime
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Professional learning- August 2016
	Review referral process. (Required)	Principal or designee	Campus referral plan	Professional learning- August 2016 Reviewed as needed with individual teachers and team leaders
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Staff utilized regular opportunities for Social Emotional Learning strategies, calm down techniques, and breathing exercises.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Campus wide "Stop and Think" forms were updated to reflect emphasis on social emotional learning and student growth.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	School-wide use of Class Dojo for behavior management

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Teachers use the first weeks of school to discuss student expectations. Expectations are revisited regularly during social emotional learning lessons.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Specials team and Special Education team are utilized for morning duty throughout the school. Classroom teachers are used for afternoon duty throughout the school.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Campus wide "Stop and Think" forms are used in the classroom. Major behavior incidents that are handled in the office include reflection activity, parent contact, and plan for next steps.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Schedule Anti-bullying lessons/ read aloud	<ul style="list-style-type: none"> • Small group counseling for friendship and other skills needed to prevent bullying. • Anti-bullying guidance lessons for each grade level K-5
	Employ discipline interventions: (Required)	Designated staff	Class DOJO Counselors SEL read alouds RTime schedule	<ul style="list-style-type: none"> • Positive Behavior Interventions utilized throughout the school with positive notes, Dojo points, Paw Points, tickets, etc.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	RTime schedule Counselor SEL read alouds/ lessons Class DOJO videos	<ul style="list-style-type: none"> • School wide participation of Anti-Bullying Week
	Conference with parents/students. (Required)	Teachers or other staff	Behavior reports Student reflections	<ul style="list-style-type: none"> • Counselors, administration, teachers met with parents as needed to address interventions

Parent Involvement

Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Classroom teachers	August 2016	Parents are required to log into Parent Portal to gain access to student grades, attendance records, etc.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Printed materials Parent information sheet	Ongoing throughout the year	Printed copies of materials made available and offered to parents as needed
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local		As needed	CTA will update website; AP updates Facebook Page; teachers update class Bloomz pages
Communicate information through eNews. Funding source: state & local	Newsletter CTA/ AP	Monthly and as needed	CTA will send eNews monthly and as needed to communicate about events, needs, and news.
Utilize social media to keep parents and community informed. Funding source: state & local	AP Teachers	As needed	AP will update Facebook page; teachers will update Bloomz pages
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	PTA president Principal AP Office Manager	As needed	PTA president met with principal and office manager to communicate about work of PTA, needs, etc.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	PTA board members Office Manager Materials for programs	August 2016 and January 2016	PTA president and various VPs met with administration and counselors to discuss parental programs that will be available next year. Suggestions included training for Cogat interpretation, bullying, and community resources available

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	