

Plano Independent School District

Brinker Elementary

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

Our mission is to guide all children to gain confidence, be life-long learners and responsible, caring members of our community.

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Comprehensive Needs Assessment

Revised/Approved: September 10, 2019

Demographics

Demographics Strengths

Brinker supports students of diverse backgrounds with Cultural Diversity Day, and all staff complete yearly Cultural Diversity training to best meet the needs of all of our students. Brinker is supported by a very active PTA. Our PTA supports arts programming, enrichment activities, field trips, and special projects around the campus. All grade level teachers are ESL certified. We have an appropriate total percentage of gifted and talented students for a campus our size. At risk students are identified, and strategies and interventions are put in place to meet their needs. Campus attendance rates (96%) are higher than the state average. ELL students are served through the LPAC committee, which includes services such as in class support, pull-out ESL classes, and consult with the grade level teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Demographic data shows that economically disadvantaged students (20%) require increased targeted intervention in math and reading grades 3-5 in order to perform at or above the district level.

Student Academic Achievement

Student Academic Achievement Strengths

Percent of students scoring Masters for 5th grade math STAAR is higher than the district average in economically disadvantaged and ESL subgroups. Writing scores improved for all subgroups. Writing scores were above the district average in all reporting categories and for all subgroups. Reporting category 2 for 4th grade reading showed above district averages for all subgroups.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR reading performance in 4th and 5th grades. For 2019, 4th grade reading, 50% of all students had limited progress with 60% of economically disadvantaged students making limited progress. For 2019, 5th grade reading showed 26% of students with limited progress, with 42% of our economically disadvantaged students showing limited growth. **Root Cause:** We will address the need for targeted instruction by ensuring that there are systems in place to implement Guided Reading and provide staff with needed supports so that implementation is with fidelity and intentionality. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses.

Problem Statement 2: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR math performance in 4th grade. For the 2019 4th grade math STAAR, 47% of all students showed limited progress with 68% economically disadvantaged students showing limited progress. **Root Cause:** We will address the need for targeted instruction by ensuring that there are systems in place to implement the district's design for the math instructional model and small group instruction in math. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses. We will utilize various resources for intervention and tiered instruction, including district provided resources and manipulatives.

School Processes & Programs

School Processes & Programs Strengths

- The master schedule was created to value teacher planning time and provide teams the opportunity to collaborate and work together to meet students' needs.
- We are a 1 to 1 Chromebook campus.
- Interventions occur with grade level teachers and instructional support staff.
- Campus leadership team meets every other week.
- Grade level teams use campus planning protocol to review student performance, share work samples, and determine next steps/growth goals.

Perceptions

Perceptions Strengths

We have an active PTA that supports the students and staff in a variety of ways, including arts and enrichment programs, community partnerships, family engagement events, and field trips. Based on parent survey data (including quick data survey box and End of Year surveys), parents perceive Brinker to be a welcoming and friendly learning environment. Teachers have positive relationships with each other and focus on building relationships with students. Students are celebrated within the classroom, grade level, and school-wide through grade level SEL pep rallies, Bravo Bears, and shout-outs.

Priority Problem Statements

Problem Statement 1: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR reading performance in 4th and 5th grades. For 2019, 4th grade reading, 50% of all students had limited progress with 60% of economically disadvantaged students making limited progress. For 2019, 5th grade reading showed 26% of students with limited progress, with 42% of our economically disadvantaged students showing limited growth.

Root Cause 1: We will address the need for targeted instruction by ensuring that there are systems in place to implement Guided Reading and provide staff with needed supports so that implementation is with fidelity and intentionality. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR math performance in 4th grade. For the 2019 4th grade math STAAR, 47% of all students showed limited progress with 68% economically disadvantaged students showing limited progress.

Root Cause 2: We will address the need for targeted instruction by ensuring that there are systems in place to implement the district's design for the math instructional model and small group instruction in math. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses. We will utilize various resources for intervention and tiered instruction, including district provided resources and manipulatives.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 10, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: The campus will increase student learning in READING/ LA as evidenced by an increase in percentage of students achieving a growth measure of 2 and/or an increase of students with a previous growth measure of 0 earning a growth measure of 1.

Evaluation Data Source(s) 1: STAAR, Measures of Academic Progress (MAP), Classroom based assessments

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19, we were unable to take the STAAR test, therefore we are unable to score our goal. For the 2020-2021 school year, we will continue to work on strategies to use guided reading more regularly in all grade levels. We will continue to focus on developing strategies for discussing student performance, creating student learning goals, and creating/ using formative assessments.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Guided reading will be implemented regularly in all classrooms on campus. Intervention opportunities will be provided to students to target educational gaps.	Principal, Assistant Principal, Instruction Specialist, Reading Vertical Team Leaders	<ul style="list-style-type: none"> - Lesson plans clearly identify guided reading instruction - Vertical team will focus on Guided Reading strategies and resources - Grade level teachers will continue training in Guided Reading best practices and resources. - Two teacher leaders will attend district Guided Reading training and then lead ELA collaborative group. - ESL Adult Temp will be used to work with small groups of ESL/ Immigrant students. 	 50%	 75%	 75%
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
2) Planning protocols will be used by each team on campus in order to maximize instructional planning time.	Principal and Assistant Principal	<ul style="list-style-type: none"> - Master schedule will reflect a protected planning time for classroom teachers. - Lesson plans will be completed using school wide template that focuses on Guided Reading instruction. - Team collaborative meetings will use the school-wide protocol for reviewing and monitoring student success. - Data from common formative assessments will be collected and analyzed - Team data collaborative meetings will occur every other week. Campus-wide protocol will be used to discuss student success and next steps. - Common formative assessments will be developed and implemented within each team so that teams can track student progress. - Vertical academic teams will regularly examine student data to inform instruction. 			
			Problem Statements: Student Academic Achievement 1		
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR reading performance in 4th and 5th grades. For 2019, 4th grade reading, 50% of all students had limited progress with 60% of economically disadvantaged students making limited progress. For 2019, 5th grade reading showed 26% of students with limited progress, with 42% of our economically disadvantaged students showing limited growth. Root Cause 1: We will address the need for targeted instruction by ensuring that there are systems in place to implement Guided Reading and provide staff with needed supports so that implementation is with fidelity and intentionality. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses.</p>

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: The campus will increase student learning in MATH as evidenced by an increase in percentage of students achieving a growth measure of 2 and/or an increase of students with a previous growth measure of 0 earning a growth measure of 1.

Evaluation Data Source(s) 2: STAAR, Measures of Academic Progress (MAP), Classroom based assessments

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19, we were unable to take the STAAR test, therefore we are unable to score our goal. Master schedule will continue to reflect dedicated planning time for teachers. Continued development into intervention strategies will be planned. We will continue to work on creating common formative assessments and determining the effectiveness of previously used assessments.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Planning protocols will be used by each team on campus in order to maximize instructional planning time.		<ul style="list-style-type: none"> - Master schedule will reflect a protected planning time for classroom teachers. - Lesson plans will be completed using school wide template that focuses on planning for small group math instruction. - Team data collaborative meetings will occur every other week. Campus-wide protocol will be used to discuss student success and next steps. - Common formative assessments will be developed and implemented within each team so that teams can track student progress. - Vertical academic teams will regularly examine student data to inform instruction. 			
Problem Statements: Student Academic Achievement 2					
= Accomplished = No Progress = Discontinue					

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 2: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR math performance in 4th grade. For the 2019 4th grade math STAAR, 47% of all students showed limited progress with 68% economically disadvantaged students showing limited progress. **Root Cause 2:** We will address the need for targeted instruction by ensuring that there are systems in place to implement the district's design for the math instructional model and small group instruction in math. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses. We will utilize various resources for intervention and tiered instruction, including district provided resources and manipulatives.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Sharon Girlinghouse	Assistant Principal
Administrator	Barbara Lange	Principal
Classroom Teacher	Amy DeCarlo	Special Education Team Leader
Classroom Teacher	Hannah Clifton	2nd Grade Teacher
Classroom Teacher	Pattie Pearson	Librarian
Classroom Teacher	Peyton Presson	3rd Grade Teacher
Classroom Teacher	Alison Adame	Art Teacher
Non-classroom Professional	Meagan Kreuter	ESL Specialist
Classroom Teacher	Tonya Griffith	3rd grade teacher
Parent	Ernestine Key	Parent
Parent	Sarah Kissel	Parent
District-level Professional	Roxanne Burchfiel	District Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	