

Plano Independent School District

Brinker Elementary

2021-2022



Board Approval Date: November 3, 2021

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

Demographics

Demographics Summary

Current enrollment includes 495 students. Demographics are as follows: Asian 19%, African American 19%, Hispanic 17%, White 37%, and 2 or more is 7%. Economically disadvantaged: 20%, English Language Learners: 9%, Special Education: 10%, Gifted and Talented: 13%.

Demographics Strengths

Brinker is a diverse community representing a wide variety of races and cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Since we have a very diverse campus, meeting the needs of all students can be a challenge. **Root Cause:** The diversity of the campus creates a wide variety of needs.

Student Learning

Student Learning Summary

Reading STAAR:

3rd Grade- 19% Did Not Meet, 81% Approaches, 71% Meets, 51% Masters

3rd Grade ED-44%, Approaches 28% Meets

3rd Grade Sped-100% Did Not Meet

4th Grade- 16% Did Not Meet, 84% Approaches, 64% Meets, 49% Masters

4th Grade ED- 65% Approaches, 18% Meets

4th Grade Sped-42% Approaches, 33% Meets

5th Grade- 9% Did Not Meet, 91% Approaches, 73% Meets, 64% Masters

5th Grade ED- 94% Approaches, 59% Meets

5th Grade Sped---% Approaches, ---% Meets

Math STAAR:

3rd Grade- 21% Did Not Meet, 79% Approaches, 53% Meets, 37% Masters

3rd Grade ED-42%, Approaches 11% Meets

3rd Grade Sped-20% Approaches, 0% Meets

4th Grade- 17% Did Not Meet, 83% Approaches, 71% Meets, 59% Masters

4th Grade ED- 53% Approaches, 29% Meets

4th Grade Sped-42% Approaches, 52% Meets

5th Grade- 9% Did Not Meet, 91% Approaches, 80% Meets, 58% Masters

5th Grade ED- 88% Approaches, 71% Meets

5th Grade Sped-----% Approaches, ----% Meets

Writing STAAR:

4th Grade- 16% Did Not Meet, 84% Approaches, 59% Meets, 32% Masters

4th Grade ED- 59% Approaches, 24% Meets

4th Grade Sped-33% Approaches, 17% Meets

Science STAAR:

5th Grade- 11% Did Not Meet, 89% Approaches, 53% Meets, 30% Masters

5th Grade ED- 82% Approaches, 24% Meets

5th Grade Sped-92% Approaches, 54% Meets

Student Learning Strengths

Most of our students in all grade levels met their projected growth proficiency on the MAP test for reading and math. 5th grade math, reading and science scores were strong.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers. **Root Cause:** Brinker staff is still developing strategies to help accelerate student learning.

School Processes & Programs

School Processes & Programs Summary

Brinker uses the Plano ISD curriculum and follows state standards. Teams collaboratively plan reading and math using the Collaborative Team Framework. Administration organizes regular data meetings to discuss interventions for students who are at risk. Brinker utilizes a mentor program to support and retain new staff.

School Processes & Programs Strengths

During the 2020-21 school year, staff made tremendous progress in using the Collaborative Team Framework while planning. Staff also made progress on documenting intervention for Tier 2 and Tier 3 students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Brinker staff wants to continue learning strategies to use during math and reading interventions with at-risk students. **Root Cause:** Lack of training for teachers to plan intervention

Problem Statement 2: Teachers need to continue learning to use common formative assessments. **Root Cause:** Lack of training

Perceptions

Perceptions Summary

Brinker maintains a culture of high expectations for all students. We maintain a positive climate where our students come first, and we believe that every child can be successful and grow.

Perceptions Strengths

Brinker staff maintains a growth mindset so that all students can succeed. We believe in educating the whole child by utilizing social emotional learning along with an academic focus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Brinker staff must maintain the growth mindset even though we may see some learning gaps due to the pandemic. **Root Cause:** Inconsistencies in instruction due to the pandemic and large groups of students being involved in virtual instruction

Priority Problem Statements

Problem Statement 1: Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers.

Root Cause 1: Brinker staff is still developing strategies to help accelerate student learning.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data
- 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
- 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, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals








Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2021 to 2022.

Performance Objective 1: HB3 - The percentage of Brinker 3rd grade students that score meets grade level or above on STAAR Reading will increase from 71 % in 2021 to 74% by June 2022. The Economically Disadvantaged student group performance scoring approaches or above will increase from 44% in 2021 to 48% in 2022. The EL student group performance scoring approaches or above will increase from 60% in 2021 to 64% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School wide emphasis on reading instruction, guided by district and campus criteria for focused interventions and guided reading.</p> <p>Strategy's Expected Result/Impact: - K-5 Guided Reading Refresher professional learning for new staff</p> <ul style="list-style-type: none"> - Guided reading implemented in all classrooms - Monthly grade level progress monitoring meetings - Weekly LA planning on Tuesdays - Weekly progress monitoring through Edugence for Tier 3 students - Monthly progress monitoring through Edugence for Tier 2 students - At risk students (Tier 2 and Tier 3) in grades K-5 will use targeted resources, such as Literacy Footprints and Touchphonics, in small guided reading groups to increase comprehension and fluency. -K-3 and academic support staff participation in HB3 Reading Academies to increase instructional competency -hire an adult temp tutor to work with students who have reading difficulties during the day -hire teacher tutors to work with students who have reading difficulties after school -The ESL Specialist will purchase reading materials for beginning English Language Learners. <p>Staff Responsible for Monitoring: grade level team leaders, instructional specialist, principal, assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Adult Temp, Tutors - 282 ESSER III - \$3,850, Reading Materials for ELL students - 199 Bilingual/ESL/ELL - \$288</p>	Formative		
	Nov	Feb	June
	 <p>40%</p>	 <p>60%</p>	 <p>70%</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning








Problem Statement 1: Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers. **Root Cause:** Brinker staff is still developing strategies to help accelerate student learning.

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2021 to 2022.

Performance Objective 2: The percentage of Brinker students that score Meets grade level or above on STAAR Reading 3-5 will reach 69% in June 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School wide emphasis on reading instruction, guided by district and campus criteria for focused interventions and guided reading.</p> <p>Strategy's Expected Result/Impact: - K-5 Guided Reading Refresher professional learning for new teachers</p> <ul style="list-style-type: none"> - Guided reading implemented in all classrooms - Monthly grade level progress monitoring meetings - Weekly LA planning on Tuesdays - Weekly progress monitoring through Edugence for Tier 3 students - Monthly progress monitoring through Edugence for Tier 2 students -K-3 and academic support staff participation in HB3 Reading Academies to increase instructional competency -Special education team and general education teachers will collaborate weekly to provide accommodations and interventions to students receiving special education services -Students who qualify for additional interventions under HB4545 will receive additional small group instruction -We will purchase additional reading materials for students needing extra intervention. <p>Staff Responsible for Monitoring: grade level team leaders, instructional specialist, principal, assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Student Reading Materials - 199 State Comp Ed - \$1,430</p>	Formative		
	Nov	Feb	June
	 25%	 50%	 60%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 1: Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers. Root Cause: Brinker staff is still developing strategies to help accelerate student learning.</p>

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2021 to 2022.

Performance Objective 3: The percentage of Brinker students that score Meets grade level or above on STAAR Writing 4 will increase from 59% in 2021 to 64% by June 2022. The Economically Disadvantaged student group performance scoring approaches or above will increase from 59% in 2021 to 64% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide direct writing instruction focusing on the writing process, as well as editing and revising using strategies and resources from Empowering Writers, Writer's Workshop, and HMH Writing.</p> <p>Strategy's Expected Result/Impact: - Consistent writing strategies will be used across the grade levels - Formative assessments will be utilized to assess writing standards throughout the year, in addition to BOY, MOY, and EOY writing - Specific campus-wide procedures for writing will be utilized when preparing students for TELPAS- ESL specialist will also work with teachers on writing instructional strategies for English Language Learners</p> <p>Staff Responsible for Monitoring: grade level team leaders, instructional specialist, principal, assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers. Root Cause: Brinker staff is still developing strategies to help accelerate student learning.</p>








Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2021 to 2022.

Performance Objective 1: HB3 - The percent of Brinker 3rd grade students that score Meets grade level or above on STAAR Math will increase from 53% in 2021 to 63% by June 2022. The Economically Disadvantaged student group performance scoring approaches or above will increase from 42% in 2021 to 45% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement small group intervention and enrichment to target math skills based on MAP data.</p> <p>Strategy's Expected Result/Impact: - AMC Anywhere training for teachers grades K-2, including using the AMC intervention guide</p> <ul style="list-style-type: none"> - Developing common formative assessments for math TEKS - Teachers will use math manipulatives, visuals, and models to assist students with content. -Teachers will use Dreambox to track progress in math standards -Teachers will document Tier 2 and Tier 3 interventions in Edugence. -hire an adult temp tutor to work with students who have reading difficulties during the day -hire teacher tutors to work with students who have reading difficulties after school <p>Staff Responsible for Monitoring: grade level team leaders, instructional specialist, principal, assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:








Student Learning
<p>Problem Statement 1: Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers. Root Cause: Brinker staff is still developing strategies to help accelerate student learning.</p>

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2021 to 2022.

Performance Objective 2: The percentage of Brinker students that score Meets grade level or above on STAAR Math 3-5 will reach 80% by June 2022. The Economically Disadvantaged student group performance scoring approaches or above will reach 60% by June 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement small group intervention and enrichment to target math skills based on MAP data.</p> <p>Strategy's Expected Result/Impact: - AMC Anywhere training for teachers grades K-2, including using the AMC intervention guide</p> <ul style="list-style-type: none"> - Developing common formative assessments for math TEKS - Teachers will use math manipulatives, visuals, and models to assist students with content. - Teachers will use Dreambox to track progress in math standards - Teachers will document Tier 2 and Tier 3 interventions in Edugence. <p>Staff Responsible for Monitoring: grade level team leaders, instructional specialist, principal, assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 1: Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers. Root Cause: Brinker staff is still developing strategies to help accelerate student learning.</p>

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2021 to 2022.

Performance Objective 1: The percentage of Brinker students that score Meets grade level or above on STAAR Science 5 will increase from 53% in June 2021 to 74% by June 2022. The Economically Disadvantaged student group performance in Meets or above will increase from 24% in 2021 to 40% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will focus on developing science vocabulary through the use of constructed responses in science and formative assessment data.</p> <p>Strategy's Expected Result/Impact: - Teams will create and use formative assessments throughout the year to gauge student mastery of science vocabulary and TEKS.</p> <ul style="list-style-type: none"> - Teachers will use writing strategies to help students complete constructed responses for science that include the appropriate use of science vocabulary. -The 5th grade team will consistently meet and plan collaboratively to provide effective and targeted science instruction during campus designated professional learning times, in addition to their regularly scheduled science planning. <p>Staff Responsible for Monitoring: grade level team leaders, instructional specialist, principal, assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Our economically disadvantaged students are underperforming compared to their non-economically disadvantaged peers. Root Cause: Brinker staff is still developing strategies to help accelerate student learning.</p>

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Andrea Cockrell	Principal
Administrator	Jenia Cortes	Assistant Principal
Campus Instructional Specialist	Hannah Clifton	Instructional Specialist
Non-classroom Professional	Christina Stelzl	Dyslexia Therapist
Classroom Teacher	Elizabeth Sabas	Teacher
Classroom Teacher	Jessica Forbes	PACE/Math Rocks Teacher
Non-classroom Professional	Sue Johnson	Counselor
Classroom Teacher	Christine Mason	Teacher
Parent	Chris Ortiz	Parent
Parent	Edgar Fajardo	Parent
Parent	Hemansu Arora	Parent
District-level Professional	Geralyn Hendrick	District Instructional Specialist
Parent	Jessica Bader	Parent- PTA
Parent	Temie Moroni	Parent

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Student Reading Materials		\$1,430.00
Sub-Total					\$1,430.00
Budgeted Fund Source Amount					\$1,430.00
+/- Difference					\$0.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials for ELL students		\$288.00
Sub-Total					\$288.00
Budgeted Fund Source Amount					\$288.00
+/- Difference					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Adult Temp, Tutors		\$3,850.00
Sub-Total					\$3,850.00
Budgeted Fund Source Amount					\$3,850.00
+/- Difference					\$0.00
Grand Total Budgeted					\$5,568.00
Grand Total Spent					\$5,568.00
+/- Difference					\$0.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	40	46	70		87		55	41	43		52	73	51	66
2020	42	48	70		87		56	42	45		54	73	52	67
2021	44	51	71		88		58	44	48		56	74	54	68
2022	47	54	72		89		59	46	52		58	75	56	70
2023	51	59	73		90		62	48	57		62	76	59	72
2024	56	64	74		91		65	51	63		66	77	63	74

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	40	51	76		94		64	46	34		62	80	54	72
2020	42	53	76		94		65	47	36		63	80	55	73
2021	44	55	77		95		66	49	38		64	81	56	73
2022	47	58	77		95		67	51	41		66	81	58	74
2023	51	62	78		96		68	53	45		68	82	60	76
2024	56	67	79		97		70	56	50		71	83	63	77

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Brinker

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	14	12	41		32		7	6	22		21	76	30	106
2019	36	50	66		84		71	33	36		48	72	50	66
2020	38	52	66		84		72	34	38		50	72	51	67
2021	40	55	67		85		74	36	41		52	73	53	68
2022	43	58	68		86		75	38	45		54	74	55	70
2023	47	63	69		87		78	40	50		58	75	58	72
2024	52	68	70		88		81	43	56		62	76	62	74

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Brinker

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	14	12	41		32		7	6	22		21	76	30	106
2019	14	42	76		88		57	33	23		48	78	37	66
2020	16	44	76		88		58	34	25		49	78	38	67
2021	18	46	77		89		59	36	27		50	79	39	67
2022	21	49	77		89		60	38	30		52	79	41	68
2023	25	53	78		90		61	40	34		54	80	43	70
2024	30	58	79		91		63	43	39		57	81	46	71

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Brinker - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 73% in 2019 to 75% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	75%	77%	79%	81%
2019 Baseline: 73%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	57	43	79	*	96	*	56	59	46	*	71	81	58	73
2020	58	45	79	*	96	*	57	60	48	*	72	81	59	74
2021	61	47	80	*	97	*	58	61	51	*	74	82	61	75
2022	64	51	80	*	97	*	60	63	55	*	77	82	63	77
2023	68	55	81	*	98	*	62	66	60	*	80	83	66	79
2024	73	61	83	*	100	*	65	69	66	*	85	85	69	81
2019-2021	4	4	1	*	1	*	2	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Brinker - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 72% in 2019 to 74% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
73% 2019 Baseline: 72%	74%	75%	76%	77%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	42	53	77	*	94	*	50	36	41	*	47	77	61	72
2020	43	54	77	*	94	*	50	37	42	*	48	77	62	73
2021	46	57	77	*	94	*	51	38	45	*	49	77	63	74
2022	49	59	78	*	95	*	52	40	48	*	50	78	65	75
2023	53	63	78	*	95	*	54	43	52	*	52	78	67	76
2024	58	68	79	*	96	*	56	46	57	*	55	79	70	77
2019-2021	4	4	0	*	0	*	1	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program 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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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