

# Plano Independent School District

## Brinker Elementary

2022-2023



**Board Approval Date:** September 20, 2022

# 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

#### Demographics Summary:

Current enrollment includes 579 students. Demographics are as follows: Asian 15%, African American 16%, Hispanic 34%, White 30%, and 2 or more is 5%. Economically disadvantaged: 37%, English Language Learners: 23%, Special Education: 9%, Gifted and Talented: 9%.

### Demographics Strengths

#### 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

Brinker students showed a great amount of growth on MAP scores from beginning of the year to the end of the year. STAAR scores reflected high levels of academic achievement and Brinker received an A rating from Texas Education Agency.

## 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, English Language Learners, and Specials Education students are underperforming compared to their peers.

**Root Cause:** Brinker staff is still developing strategies to help accelerate student learning through interventions.

# 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 2021-22 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:** High amounts of various levels of learners increases the difficulty of planning and implementing interventions.

**Problem Statement 2:** Teachers need to continue learning to use common formative assessments. **Root Cause:** Shortage of professional development.

# 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. **Root Cause:** Teachers continue to improve their ability to intervene when students are demonstrating learning gaps.

# Priority Problem Statements

**Problem Statement 1:** Our economically disadvantaged, English Language Learners, and Specials Education students are underperforming compared to their peers.

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

**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

## Student Data: Assessments

- State and federally required assessment information
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) 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
- T-P ESS 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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Brinker 3rd grade students that score meets grade level or above on STAAR Reading will increase from 79% in 2022 to 80% by June 2023. African American student group performance will increase from 57% in 2022 to 59% in 2023. The SPED student group performance will increase from 42% in 2022 to 45% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> School wide emphasis on reading instruction, guided by district and campus criteria for focused interventions and guided reading.</p> <p><b>Strategy's Expected Result/Impact:</b> - K-5 Guided Reading Refresher professional learning for new staff</p> <ul style="list-style-type: none"> <li>- Guided reading implemented in all classrooms</li> <li>- Monthly grade level progress monitoring meetings</li> <li>- Weekly LA planning on Tuesdays</li> <li>- Weekly progress monitoring through Edugence for Tier 3 students</li> <li>- Monthly progress monitoring through Edugence for Tier 2 students</li> <li>- 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.</li> <li>-K-3 and academic support staff participation in HB3 Reading Academies to increase instructional competency</li> <li>-hire an adult temp tutor to work with students who have reading difficulties during the day</li> <li>-hire teacher tutors to work with students who have reading difficulties after school</li> <li>-The ESL Specialist will purchase reading materials for beginning English Language Learners.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> grade level team leaders, instructional specialist, principal, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Reading Materials for ELL students - 199 Bilingual/ESL/ELL - \$288, Reading materials for Bilingual students, Spanish - 282 ESSER III - \$1,800, Training for leadership team, interventions - 282 ESSER III - \$1,500</p>	Formative		
	Nov	Feb	June
	 <p>50%</p>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 2022 to 2023.

**Performance Objective 2:** The percent of Brinker students that score Meets grade level or above on STAAR Reading 3-5 will increase from 79% in 2022 to 80% by June 2023. The Economically Disadvantaged student group in grades 3-5 that score meets grade level or above STAAR Reading will increase from 60% in 2022 to 62% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

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

**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 2022 to 2023.

**Performance Objective 3:** The ELL 3-5 student group in grades 3-5 that score meets grade level or above STAAR Reading will increase from 64% in 2022 to 66% in 2023

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will provide direct reading instruction focusing on the reading mini lesson focusing on comprehension strategies and vocabulary instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> - Consistent comprehension 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 reading records.                      - Specific campus-wide procedures for reading and listening 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><b>Staff Responsible for Monitoring:</b> grade level team leaders, instructional specialist, principal, assistant principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Brinker 3rd grade students that score meets grade level or above on STAAR Math will increase from 63% in 2022 to 64% by June 2023. African American student group performance will increase from 14% in 2022 to 17% in 2023. The Economically Disadvantaged student group performance will increase from 21% in 2022 to 23% in 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will implement small group intervention and enrichment to target math skills based on MAP data.</p> <p><b>Strategy's Expected Result/Impact:</b> - AMC Anywhere training for teachers grades K-2, including using the AMC intervention guide</p> <ul style="list-style-type: none"> <li>- Developing common formative assessments for math TEKS</li> <li>- Teachers will use math manipulatives, visuals, and models to assist students with content.</li> <li>- Teachers will use Dreambox to track progress in math standards</li> <li>- Teachers will document Tier 2 and Tier 3 interventions in Edugence.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> grade level team leaders, instructional specialist, principal, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Nov	Feb	June
			
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**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 2022 to 2023.

**Performance Objective 2:** The percentage of Brinker 3-5 students that score meets grade level or above on STAAR Math will increase from 68% in 2022 to 69% by June 2023. The Economically Disadvantaged student group in grades 3-5 that score meets grade level or above on Math STAAR will increase from 38% in 2022 to 40% in 2023. The African American 3-5 student group in grades 3-5 that score meets grade level or above on Math STAAR will increase from 32% in 2022 to 35% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will implement small group intervention and enrichment to target math skills based on MAP data.</p> <p><b>Strategy's Expected Result/Impact:</b> - AMC Anywhere training for teachers grades K-2, including using the AMC intervention guide</p> <ul style="list-style-type: none"> <li>- Developing common formative assessments for math TEKS</li> <li>- Teachers will use math manipulatives, visuals, and models to assist students with content.</li> <li>- Teachers will use Dreambox to track progress in math standards</li> <li>- Teachers will document Tier 2 and Tier 3 interventions in Edugence.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> grade level team leaders, instructional specialist, principal, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <ul style="list-style-type: none"> <li>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></li> </ul>	Formative		
	Nov	Feb	June
			
<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>			

**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 2022 to 2023.

**Performance Objective 1:** The percentage of Brinker students that score Meets grade level or above on STAAR Science 5 will increase from 66% in June 2022 to 67% by June 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will focus on developing science vocabulary through the use of constructed responses in science and formative assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> - 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"> <li>- Teachers will use writing strategies to help students complete constructed responses for science that include the appropriate use of science vocabulary.</li> <li>-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.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> grade level team leaders, instructional specialist, principal, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <ul style="list-style-type: none"> <li>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></li> </ul>	Formative		
	Nov	Feb	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Andrea Cockrell	Principal
Administrator	Jenia Cortes	Assistant Principal
Classroom Teacher	Jessica Forbes	PACE/Math Rocks Teacher
Non-classroom Professional	Sue Johnson	Counselor
Classroom Teacher	Christine Mason	5th Teacher
District-level Professional	Geralyn Hendrick	District Instructional Specialist
Classroom Teacher	Nancy Burns	1st Grade Teacher
Classroom Teacher	Peyton Walterscheid	3rd Grade Teacher
Classroom Teacher	Stephanie Newman	4th Grade
Classroom Teacher	Amy DeCarlo	SPED Team Leader
Parent	Vinny Jindal	
Parent	Meg Berry	
Parent	Sam Kim	
Parent	Celeste Bengston	
Parent	Kearra Edwards	
Business Representative	Casey Davis	
Community Representative	Danielle Grubb	
Classroom Teacher	Hope Pettie	Kinder
Classroom Teacher	Kara Gerbosi	2nd TL

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Student Reading Materials		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,330.00
<b>+/- Difference</b>					<b>\$1,330.00</b>
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials for ELL students		\$288.00
<b>Sub-Total</b>					\$288.00
<b>Budgeted Fund Source Amount</b>					\$282.00
<b>+/- Difference</b>					<b>-\$6.00</b>
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training for leadership team, interventions		\$1,500.00
1	1	1	Reading materials for Bilingual students, Spanish		\$1,800.00
<b>Sub-Total</b>					\$3,300.00
<b>Budgeted Fund Source Amount</b>					\$5,060.00
<b>+/- Difference</b>					<b>\$1,760.00</b>
<b>Grand Total Budgeted</b>					\$6,672.00
<b>Grand Total Spent</b>					\$3,588.00
<b>+/- Difference</b>					<b>\$3,084.00</b>

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	21	12	29	0	15	0	12	19	1	9	61	20	81
<b>2022</b>	57	75	83		100		42	63	100	67	77	85	79
<b>2023</b>	59	77	84		100		45	65	100	69	78	86	80
<b>2024</b>	61	79	84		100		48	67	100	71	78	88	80
<b>2025</b>	63	81	85		100		52	69	100	74	79	90	81
<b>2026</b>	67	85	87		100		58	73	100	78	81	93	83
<b>2027</b>	71	89	88		100		65	77	100	83	82	96	84

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	14	17	27	0	17	0	10	23	2	12	55	26	81
<b>2022</b>	43	59	85		88		40	57	100	50	84	46	72
<b>2023</b>	45	61	86		89		43	59	100	52	85	47	73
<b>2024</b>	47	63	86		89		46	61	100	54	85	49	73
<b>2025</b>	49	65	87		90		50	63	100	57	86	51	74
<b>2026</b>	53	69	89		92		56	67	100	61	88	54	76
<b>2027</b>	57	73	90		93		63	71	100	66	89	57	77

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	12	19	37	0	14	1	13	21	1	12	64	28	92
<b>2022</b>	67	74	95		100	100	31	62	100	75	94	64	85
<b>2023</b>	69	76	96		100	100	34	64	100	77	95	65	86
<b>2024</b>	71	78	96		100	100	37	66	100	79	95	67	86
<b>2025</b>	73	80	97		100	100	41	68	100	82	96	69	87
<b>2026</b>	77	84	99		100	100	47	72	100	86	98	72	89
<b>2027</b>	81	88	100		100	100	54	76	100	91	99	75	90

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	47	48	93	0	46	1	35	63	4	33	180	74	254
<b>2022</b>	55	69	88		96	100	37	60	100	64	85	64	79
<b>2023</b>	57	71	89		97	100	40	62	100	66	86	65	80
<b>2024</b>	59	73	89		97	100	43	64	100	68	86	67	80
<b>2025</b>	61	75	90		98	100	47	66	100	71	87	69	81
<b>2026</b>	65	79	92		100	100	53	70	100	75	89	72	83
<b>2027</b>	69	83	93		100	100	60	74	100	80	90	75	84

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	21	12	29	0	15	0	12	19	1	9	61	20	81
<b>2022</b>	14	58	79		100		42	21	100	67	66	55	63
<b>2023</b>	17	60	80		100		45	23	100	69	67	57	64
<b>2024</b>	20	63	82		100		48	26	100	71	69	59	66
<b>2025</b>	23	67	84		100		52	30	100	74	71	62	68
<b>2026</b>	29	71	86		100		57	34	100	78	73	66	70
<b>2027</b>	35	77	89		100		64	40	100	83	76	71	73

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	14	17	27	0	17	0	10	23	2	12	55	26	81
<b>2022</b>	43	59	63		88		40	48	50	42	73	46	64
<b>2023</b>	46	61	64		89		43	50	51	44	74	48	65
<b>2024</b>	49	64	66		91		46	53	53	46	76	50	67
<b>2025</b>	52	68	68		93		50	57	55	49	78	53	69
<b>2026</b>	58	72	70		95		55	61	57	53	80	57	71
<b>2027</b>	64	78	73		98		62	67	60	58	83	62	74

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	12	19	37	0	14	1	13	21	1	12	64	28	92
<b>2022</b>	50	47	95		93	100	23	43	100	33	91	43	76
<b>2023</b>	53	49	96		94	100	26	45	100	35	92	45	77
<b>2024</b>	56	52	98		96	100	29	48	100	37	94	47	79
<b>2025</b>	59	56	100		98	100	33	52	100	40	96	50	81
<b>2026</b>	65	60	100		100	100	38	56	100	44	98	54	83
<b>2027</b>	71	66	100		100	100	45	62	100	49	100	59	86

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	47	48	93	0	46	1	35	63	4	33	180	74	254
<b>2022</b>	32	54	81		93	100	34	38	75	45	77	47	68
<b>2023</b>	35	56	82		94	100	37	40	76	47	78	49	69
<b>2024</b>	38	59	84		96	100	40	43	78	49	80	51	71
<b>2025</b>	41	63	86		98	100	44	47	80	52	82	54	73
<b>2026</b>	47	67	88		100	100	49	51	82	56	84	58	75
<b>2027</b>	53	73	91		100	100	56	57	85	61	87	63	78

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 5

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	12	19	37	0	14	1	13	21	1	12	64	28	92
<b>2022</b>	67	37	76		86	100	23	52	100	17	83	29	66
<b>2023</b>	70	39	77		87	100	26	54	100	19	84	31	67
<b>2024</b>	73	42	79		89	100	29	57	100	21	86	33	69
<b>2025</b>	76	46	81		91	100	33	61	100	24	88	36	71
<b>2026</b>	82	51	83		93	100	38	66	100	28	90	40	73
<b>2027</b>	88	57	86		96	100	45	72	100	33	93	44	76

## 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
Principal, Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

	<ul style="list-style-type: none"><li>● Utilize social media to keep parents and community informed. Funding source: State and Local</li><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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