

# Plano Independent School District

## Brinker Elementary

### 2023-2024 Improvement Plan



**Board Approval Date:** October 3, 2023

# 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 541 students. Demographics are as follows: Asian 15%, African American 16%, Hispanic 35%, White 28%, and 2 or more is 4%. Economically disadvantaged: 40%, English Language Learners: 29%, Special Education: 10%, 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 (Prioritized):** 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. Overall STAAR scores reflected growth in academic achievement.

## Student Learning Strengths

Most of our students that tested in English and Spanish all grade levels met their projected growth proficiency on the MAP test for reading and math. 3rd and 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:** Students are acclimating to school in the United States and students with learning disabilities may still be working on closing academic gaps.

# School Processes & Programs

## School Processes & Programs Summary

Brinker uses the Plano ISD curriculum and follows state standards. Grade level teams plan reading and math collaboratively. Brinker uses planning guidelines and the collaborative team framework along with our district, campus, and classroom commitments. Brinker incorporates teaching and learning expectations with the use of the Plano ISD instructional model and learning spaces. Resources that Brinker provides to its staff is professional learning around The New Art and Science of Teaching by Robert Marzano. Brinker administration organizes regular data meetings to track student progress and discuss interventions for students who are at risk. Brinker provides extracurricular opportunities such as student council, robotics, family nights, and a new teacher mentor program to retain new staff.

## School Processes & Programs Strengths

During the 2022-2023 school year Brinker staff made measurable growth by providing a safe, supportive, and collaborative culture for its students. Celebrating student success by holding spirit assemblies to promote character traits and academic successes. Teachers have shown growth in interpreting and reflecting on student data to drive instruction and setting professional goals that connect to an element in the Plano ISD instructional model.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Brinker staff needs to continue to use targeted small group instruction including RTI practices. **Root Cause:** High amounts of various levels of learners has increased and lessons need to help deepen students understanding and fluency.

# Perceptions

## Perceptions Summary

At Brinker all students are at the heart of our decisions. Brinker sets high expectation that lead to growth and achievement for each student and staff member. Parents and families are key partners in their child's education. We believe that all stakeholders share the responsibility for education our children. Brinker promote college, career, military readiness and strive to teach our students that they must possess the knowledge, skills and qualities to become responsible citizens and successful leader in the world.

## Perceptions Strengths

Brinker staff maintains a growth mindset so that all students have learning experiences that are relevant, authentic, engaging and challenging. Brinker staff ensures that students receive equitable access to learning opportunities so all students can reach their highest level of learning and potential. We believe in educating the whole child by utilizing our Character Strong curriculum along with a high level of academic focus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers do not have many opportunities to observe and discuss effective teaching. **Root Cause:** Lack of time and system in place to allow educational rounds.

# Priority Problem Statements

**Problem Statement 1:** Since we have a very diverse campus, meeting the needs of all students can be a challenge.

**Root Cause 1:** The diversity of the campus creates a wide variety of needs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our economically disadvantaged, English Language Learners, and Specials Education students are underperforming compared to their peers.

**Root Cause 2:** Students are acclimating to school in the United States and students with learning disabilities may still be working on closing academic gaps.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Brinker staff needs to continue to use targeted small group instruction including RTI practices.

**Root Cause 3:** High amounts of various levels of learners has increased and lessons need to help deepen students understanding and fluency.

**Problem Statement 3 Areas:** School Processes & Programs

# Goals

**Goal 1: Pillar 1 - Teaching and Learning** - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

## **Performance Objective 1: K-5 READING LANGUAGE ARTS**

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 75 % in 2023 to 76% by June 2024. The Special Education student group performance will increase from 30% in 2023 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 42% in 2023 to 43% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 73% in 2023 to 74% by June 2024. The Special Education student group performance will increase from 40% in 2023 to 41% by June 2024. The Economically Disadvantaged student group performance will increase from 58% in 2023 to 59% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 80% in 2023 to 81% by June 2024. The Special Education student group performance will increase from 30% in 2023 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 59% in 2023 to 60% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> K-5 teachers and team leaders will collaboratively plan using the PISD Collaborative Team Framework, PISD snapshot and K-5 will utilize data to drive instruction, progress monitor all students by effective tier I and II instruction and target daily instruction in small groups with the use of hands-on activities, supplies and manipulatives. Utilize district data tools like Edugence to monitor student progress and adjust differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined understanding and development of data-informed, measurable goals for accelerated learning. Development of system for progress monitoring and increased student achievement on unit assessments, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Team Leader planning day - 211 Title I, Part A - \$1,500</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> K-2 build understanding of the Haggerty curriculum and being consistent with implementation of balanced literacy with an emphasis on foundational skills instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on MCLASS and MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Engage parents in the educational process, by providing ongoing communication using Seesaw, pertinent weekly updates from grade levels/ school /parent information night; parent-teacher conferences; family/school compact and tier letters. Brinker will purchase supplies and activities for family education nights to provide resources for families and students that contribute to positive student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact that family engagement activities will result in positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>Title I:</b> 2.4, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Utilize an adult temp to targeted reading intervention to 10 groups of 4 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on unit assessments, MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Brinker hires an additional Title I coach and teacher assistant to work with students and coach teachers to improve academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Brinker students will benefit academic support and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Additional Title I support staff - 211 Title I, Part A - \$100,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Brinker will purchase resources that will be used in the classroom for hands-on learning. Students will use the alphabet strips, letter tiles, mirrors and picture cards to understand the basic sound units of language, letter sound correspondences, decoding, spelling, alliteration, segmentation, syllable and word formation. sounds more concrete.</p> <p><b>Strategy's Expected Result/Impact:</b> When students manipulate letters, it serves as a way to make the abstract concepts of blending and segmentation of words which will impact student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Hands-on learning tools - 211 Title I, Part A - \$685.85</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

### Demographics

**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

**Problem Statement 1:** Our economically disadvantaged, English Language Learners, and Specials Education students are underperforming compared to their peers. **Root Cause:** Students are acclimating to school in the United States and students with learning disabilities may still be working on closing academic gaps.

### School Processes & Programs

**Problem Statement 1:** Brinker staff needs to continue to use targeted small group instruction including RTI practices. **Root Cause:** High amounts of various levels of learners has increased and lessons need to help deepen students understanding and fluency.

**Goal 1: Pillar 1 - Teaching and Learning** - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

## **Performance Objective 2: K-5 MATHEMATICS**

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 70% in 2023 to 71% by June 2024. The Special Education student group performance will increase from 30% in 2023 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 38% in 2023 to 39% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 57% in 2023 to 58% by June 2024. The Special Education student group performance will increase from 40% in 2023 to 41% by June 2024. The Economically Disadvantaged student group performance will increase from 42% in 2023 to 43% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 76% in 2023 to 77% by June 2024. The Special Education student group performance will increase from 10% in 2023 to 11% by June 2024. The Economically Disadvantaged student group performance will increase from 62% in 2023 to 63% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** 2024 STAAR Math

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined understanding and development of data-informed, measurable goals for accelerated learning. Development of system for progress monitoring increased student achievement on unit assessments, MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> K-5 will build understanding of and consistently implement targeted small group instruction. All students will utilize hands-on learning manipulatives and supplies. Brinker will purchase resources and supplies that provide students with multiple opportunities for quality learning experiences that promote development of math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted math small group instruction as evidenced in walk-throughs will increase skill mastery in K-5.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ThinkUP!- Mentoring Minds - 211 Title I, Part A - \$2,831.40</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Utilize an adult temp to targeted math intervention to 10 groups of 4 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on unit assessments, MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative		Summative
	Nov	Feb	June
<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>			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Since we have a very diverse campus, meeting the needs of all students can be a challenge. <b>Root Cause:</b> The diversity of the campus creates a wide variety of needs.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Our economically disadvantaged, English Language Learners, and Specials Education students are underperforming compared to their peers. <b>Root Cause:</b> Students are acclimating to school in the United States and students with learning disabilities may still be working on closing academic gaps.</p>

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

### **Performance Objective 3: K-5 SCIENCE**

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 57% in 2023 to 58% by June 2024. The Special Education student group performance will increase from 10% in 2023 to 11% by June 2024. The Economically Disadvantaged student group performance will increase from 34% in 2023 to 35% by 2024.

**Evaluation Data Sources:** 2024 STAAR Science

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined understanding and development of data-informed, measurable goals for accelerated learning. Development of system for progress monitoring increased student achievement on unit assessments, MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Build understanding of and consistently implement targeted small group planning and instruction. With the use of daily Science warm-ups, supplies to create a visual Science word wall and providing opportunities to do technology based interactive common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted science small group instruction as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Build understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model including high leverage strategies to increase language proficiency with use of vocabulary activities, writing responses with the use of sentences stems.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies to increased student achievement on unit assessments, MAP, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Bus Transportation for Field Trips</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience real-life experiences while attending various field trips in the field of science.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> bus transportation for field trips - 211 Title I, Part A - \$6,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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>			

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Our economically disadvantaged, English Language Learners, and Specials Education students are underperforming compared to their peers. <b>Root Cause:</b> Students are acclimating to school in the United States and students with learning disabilities may still be working on closing academic gaps.</p>

## School Processes & Programs

**Problem Statement 1:** Brinker staff needs to continue to use targeted small group instruction including RTI practices. **Root Cause:** High amounts of various levels of learners has increased and lessons need to help deepen students understanding and fluency.

**Goal 2:** Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

**Performance Objective 1:** 5th grade students will be identified as who are "on track" and "not on track" for college/career readiness. Brinker students will have access to programs, experiences and communication that will provide families with resources for CCMR.

**Evaluation Data Sources:** Map SAT Projected Benchmarks, Edugence

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Research, explore, evaluate and implement structures that improve and increase participation in academic extra-curricular activities such as robotics, student council, spirit assemblies, college/career week, Good Morning Brinker Production and guidance lessons geared towards CCMR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in extra-curricular activities and annually evaluate percent of students on track to CCMR with the use of MAP data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> The school counselor will meet with the fifth grade team leader to review the AP potential report to identify students to honors courses in middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify students that can enroll in AP middle school courses/honors to increase CCMR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Counselor</p>	Formative		Summative
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

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

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

**Performance Objective 1:** Brinker will develop and implement a recruitment and retention plan to ensure effective teachers and teaching in every classroom.

**Evaluation Data Sources:** Canvas, Powerschool, TARP

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Brinker will create a plan for new teacher onboarding. Brinker will assign an experienced teacher and will implement a mentor program for newly hired teachers, substitutes in long term positions, and novice teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel a sense of belonging, feel supported, believe in the culture and climate of the Brinker organization and want to continue in education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Mentor Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<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 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 1:** All Brinker student and individual student group attendance rates will be maintained for 23-24 school year at 95.59% or higher.

**Evaluation Data Sources:** Pinnacle and Edugence

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Design and implement a comprehensive action plan to track school attendance, celebrate student/grade level attendance rates and communicate with families the importance of attendance at Brinker.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive perceptions about school, increased student achievement and feeling of belonging.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Attendance Team, Admin, Instructional Coaches, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 2:** The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

**Evaluation Data Sources:** Review 360 and Edugence

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Brinker will implement a comprehensive action plan to lower our disproportionality risk ratio in our african american student group to 2.0 or lower. Brinker will form a student management team that will come up preventative strategies to mitigate and reduce the number of discipline incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Brinker will show a decrease in the number of discipline incidents. Teachers will develop strategies in handling extreme behaviors and ways to motivate and inspire students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<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 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 3:** The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol ( PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

**Evaluation Data Sources:** Review 360 and Edugence

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Brinker will implement our social emotional program Character Strong, including monthly character trait recognition at assemblies. Red Ribbon Week program, guidance lessons, and community programs that support drug prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Brinker students and families are informed about the dangers of drug use, how to make positive decisions and the number of incidents will remain low.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide bus transportation for all learners to be able attend a field trip for various locations to help academic achievement and give real life experiences in the area of science.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> bus transportation - 211 Title I, Part A - \$6,000</p>	Formative		Summative
	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 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 4:** The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

**Evaluation Data Sources:** Review 360 and Edugence

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Brinker will utilize district training to promote awareness on how to handle and report bullying within the first 8 days of school. Posters with identifying what bullying is will be posted around the school, counselor will implement a minimum of two lessons a year to reduce bullying. Brinker will recognize Friendship week and Unity day. Brinker will connect with community members for school-wide anti bullying presentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Brinker expects to reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Team Leaders Teachers Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<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 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.**

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 5:** All incidents requiring a threat assessment will be completed per District policy.

**Evaluation Data Sources:** Review 360 and Edugence

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Brinker will follow the student code of conduct, Review 360, and threat assessment guidelines, per district policy to adhere to all law when reporting threat assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Brinker incidents requiring a threat assessment will be completed per District policy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 5:** Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

**Performance Objective 1:** K-5 Brinker will maximize family and community partnerships to achieve district goals that meet the needs of students by hosting Literary/SEL/Science engagement nights. Brinker will purchase supplies and activities for family education/engagement nights to provide resources for families and students that contribute to positive student outcomes.

**High Priority**

**Evaluation Data Sources:** HRS Survey

Review 360

State Assessments

District Assessments

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Brinker will purchase supplies and activities for family education/engagement nights to provide resources for families and students that contribute to positive student outcomes. <b>Strategy's Expected Result/Impact:</b> Family and community engagement activities will result in positive student outcomes,	Formative		Summative
	Nov	Feb	June

including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

**Staff Responsible for Monitoring:** Campus Administrators

Instructional Coaches

Team Leaders

Teachers

**Title I:**

2.4, 2.6, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

**Funding Sources:** Supplies and activities for family education/engagement night - 211 Title I, Part A - \$4,000



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**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.

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,330.00
<b>+/- Difference</b>					\$1,330.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$282.00
<b>+/- Difference</b>					\$282.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Team Leader planning day		\$1,500.00
1	1	5	Additional Title I support staff		\$100,000.00
1	1	6	Hands-on learning tools		\$685.85
1	2	2	ThinkUP!- Mentoring Minds		\$2,831.40
1	3	4	bus transportation for field trips		\$6,000.00
4	3	2	bus transportation		\$6,000.00
5	1	1	Supplies and activities for family education/engagement night		\$4,000.00
<b>Sub-Total</b>					\$121,017.25
<b>Budgeted Fund Source Amount</b>					\$138,362.00
<b>+/- Difference</b>					\$17,344.75
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$5,060.00

**282 ESSER III**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>+/- Difference</b>	<b>\$5,060.00</b>
				<b>Grand Total Budgeted</b>	<b>\$145,034.00</b>
				<b>Grand Total Spent</b>	<b>\$121,017.25</b>
				<b>+/- Difference</b>	<b>\$24,016.75</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.

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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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# Elementary Comprehensive Needs Assessment

## Student Achievement

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[Attendance](#)

[Data Sources Detailed Explanation](#)

## Who needs to be involved in the CNA analysis collaborative meeting?

Principal	Assistant Principal(s)	Subject Department Chair or Team Leads
Special Education Dept Chair or Team Lead	ESL Department Chair or Specialist	Academic Specialist or Other Specialists
Counselor	Title I Specialist/Staff	AVID Teacher (optional)
ARPE specialist (optional)	Academic Services specialist (optional)	

## CNA Facilitation Suggestion

1. CNA Teams
  - Option 1: have the entire CNA team analyze the data and complete all subject areas (this will take about 3-4 hours of prep time)
  - Option 2: divide CNA team into 3 subject areas and have them only analyze one subject (this will take about 1 hour of prep time)
2. Email data with guiding questions at least one day prior to meeting for the CNA team to review.
3. Meet with the CNA team to discuss observations and collect responses for each data point.
4. Document discussion for each grade level on each listed data point. You will need this to complete the CNA Summary in the Campus Improvement Plan.
5. Complete the CNA Summary and identify possible problem statements.

# Data Needed

## Located in Campus Data Folder:

- MAP Student Growth Summary (◆ Fall to Winter and ◆ Fall to Spring)
  - **Percent Met Projection** - A good goal is to have at least 60% of students meet their projection based on this NWEA report.
  - **Student Median Conditional Growth Percentile** - A good goal is for the Student Median Conditional Growth Percentile to be at least at the 50th percentile. This means that half of the students ranked better than half of the students similar to them.
  
- MAP Achievement Status and Growth Report (Fall to Winter)
  - **Percent of Projected Growth Met** - A good goal to have for this score would be at or above 120%. This means that as a grade level, students are growing more than their projected growth.



<b>Summary for: Reading</b>	Percentage of Students who Met or Exceeded their Projected RIT	59.4%
	Percent of Projected Growth Met	129.2%
	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	32
	Count of Students who Met or Exceeded their Projected RIT	19
	Median Conditional Growth Percentile	62

- MAP Projected Proficiency (Fall, Winter, and Spring)
- Projected Growth Report
- Reading Records (elem)
- Writing Records (elem)
- STAAR Summary Reports

## Edugence

- MAP Projected Proficiency by Program (Fall, Winter, and Spring)
- Unit Assessment Summaries

## Campuses with Pre-K

- Circle data from CLI for all three waves

# CNA Summary Instructions

Once detailed assessment sections are completed:

- 1. Enter in a VERY brief overview of the results per grade level per assessment. \*No student group info required in this part.
- 2. Shade each grade level cell red if the assessment for that grade level shows more areas for growth than relative strengths. Shade the cell green if the assessment for that grade level shows relative strength.

*For example of brevity:*

	Kinder	1st	2nd	3rd	4th	5th
MAP Growth (Fall to Winter)	More + Than -	More - Than +	More - Than +	More + Than -	More - Than +	More + Than -

- 3. Once all summaries have been entered and cells shaded, notice any issues that are consistent within and between grade levels to help identify strengths and areas for growth. Are there any systemic issues that need to be looked into? Are there specific issues that need to be looked into?
- 4. Develop Priority Problem Statements (you can look back at the specifics you entered before the summary to help narrow down priority problem statements especially when considering specific student groups).

# Behavior CNA Instructions

Logon to Review 360 on the [Webdesk](#).

In the menus at the top, in the "Analysis" tab, select "Incidents". Once there, run the following four reports:

- Incidents by Ethnicity
- Incidents by Behavior
- Incidents by Administrative Action
- Incidents by Location

You have the option of generating additional reports as needed. Consider running reports by grade level and gender. There is also an option to select special education students only.

In the "view" menu, there is an option to view discipline data compared to similar district schools. When using this feature, select the grade levels for your school before running the report. This will give you a view of your campus compared to other campuses with the same grade levels.

**CNA Math:**

**A. MAP Growth (Fall to Winter and Fall to Spring)**

**MAP Data Reports:**

- SGS: Student Growth Summary
- ASG: Achievement Status and Growth

**Data Points:**

- I) ASG Report - What is the **Percent of Projected Growth Met** for each grade? *(Goal is at least 100%)*
- II) SGS Report - What is the **Percent Met Projection** for each grade? *(Goal is at least 60%)*
- III) SGS Report - What is the **Student Median Conditional Growth Percentile** for each grade? *(Goal is at least 50th percentile)*
- IV) How did the student groups that are listed in your CIP math performance objective grow *(Ex: EcoDis median CGP: 54th percentile)?*

Example	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
Kinder	I) % of Projected Growth Met <i>(Use ASG)</i>	II) Percent of Students who Met Projection	III) Student Median Conditional Growth Percentile	I) % of Projected Growth Met <i>(Use PGR)</i>	II) Percent of Students who Met Projection	III) Student Median Conditional Growth Percentile
	IV) choose student groups listed on CIP and any additional student groups whose data stands out  EcoDis: Median CGP - 67th Special Ed: Median CGP - 22nd			IV) choose student groups listed on CIP and any additional student groups whose data stands out  EcoDis: Median CGP - 67th Special Ed: Median CGP - 22nd		

*Document answers to questions in this table:*

	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
Kinder	I)	II)	III)	I)	II)	III)
	IV)			IV)		

1st	I)	II)	III)	I)	II)	III)
	IV)			IV)		
2nd	I)	II)	III)	I)	II)	III)
	IV)			IV)		
3rd	I)	II)	III)	I)	II)	III)
	IV)			IV)		
4th	I)	II)	III)	I)	II)	III)
	IV)			IV)		
5th	I)	II)	III)	I)	II)	III)
	IV)			IV)		

**B. MAP Projected Growth Report (PGR)**

*Complete in June*

1. What observations do you have regarding quintiles that were significantly different (high or low) compared to other quintiles?
2. What observations do you have regarding quintiles that were significantly different (high or low) compared to the district?

*Document answers to questions in this table:*

Kinder	1. 2.
1st	1. 2.
2nd	1. 2.

3rd	1. 2.
4th	1. 2.
5th	1. 2.

**C. STAAR Growth Measure**

(screenshot growth table from Edugence - **add path**)

1. How many students had Accelerated and Expected growth?
2. How many students maintained their performance level but did not meet their STAAR Progress Measure?
3. How many students dropped performance levels?

**D. MAP Projection and STAAR Performance**

1. What percent of students are projected to perform at Approaches and Above for each grade level? Meets and Above? Masters?
  - i. MAP Option 1: report the percentage of students who performed ONLY at that performance level (AP; ME; MS)
  - ii. MAP Option 2: report the percentage of students who performed at or above that performance level (AP+; ME+; MS)
2. Using the MAP Dashboard in Edugence, are there any student groups that were significantly different (high or low) when considering the questions? How did the student groups that are listed in your CIP math performance objective perform?

Document answers to questions in this table:

	MAP Fall Projection Complete in September			MAP Winter Projection Complete in January			MAP Spring Projection Complete in May/June			STAAR Performance Results Complete in June		
	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS
2nd												

	Student Group Observations:	Student Group Observations:	Student Group Observations:	
3rd				
	Student Group Observations:	Student Group Observations:	Student Group Observations:	Student Group Observations:
4th				
	Student Group Observations:	Student Group Observations:	Student Group Observations:	Student Group Observations:
5th				
	Student Group Observations:	Student Group Observations:	Student Group Observations:	Student Group Observations:

E. Unit Assessments

How are collaborative teams using data from the district unit assessments to make instructional adjustments?

*Document answers to questions in this table:*

3rd	
4th	
5th	

F. Circle (campuses with Pre-K)

- In development to match HB3 District and Board Goals.
- Percentage on track to meet Early Childhood goals at MOY and EOY.

BOY		EOY	
% at AP Standard	% at Meets	% at AP Standard	% at Meets

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# Math CNA Summary

Refer back to instructions on page 6

	Kinder	1st	2nd	3rd	4th	5th
A. MAP Growth (Fall to Winter)						
A. MAP Growth (Fall to Spring)						
B. PGR						
C. STAAR Growth						
D. MAP Projection Fall (BOY)						
D. MAP Projection Winter (MOY)						
D. MAP Projection Spring (EOY)						
D. STAAR Performance						
E. Unit Assessments						

F. Pre-K Circle Summary:

**CNA Reading:**

**A. MAP Growth (Fall to Winter and Fall to Spring)**

**MAP Data Reports:**

- SGS: Student Growth Summary - \_\_\_\_ PDF name
- ASG: Achievement Status and Growth - PDF Name

**Data Points:**

1. ASG Report - What is the **Percent of Projected Growth Met** for each grade? *(Goal is at least 100%)*
2. SGS Report - What is the **Percent Met Projection** for each grade? *(Goal is at least 60%)*
3. SGS Report - What is the **Student Median Conditional Growth Percentile** for each grade? *(Goal is at least 50th percentile)*
4. How did the student groups that are listed in your CIP reading performance objective grow?

Document answers to questions in this table:

	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
Kinder	I)	II)	III)	I)	II)	III)
	IV)			IV)		
1st	I)	II)	III)	I)	II)	III)
	IV)			IV)		
2nd	I)	II)	III)	I)	II)	III)
	IV)			IV)		
3rd	I)	II)	III)	I)	II)	III)
	IV)			IV)		
4th	I)	II)	III)	I)	II)	III)
	IV)			IV)		
5th	I)	II)	III)	I)	II)	III)
	IV)			IV)		

	IV)	IV)
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B. Projected Growth Report (PGR)

*Complete in June*

1. What observations do you have regarding quintiles that were significantly different (high or low) compared to other quintiles?
2. What observations do you have regarding quintiles that were significantly different (high or low) compared to the district?

*Document answers to questions in this table:*

Kinder	1. 2.	
1st	1. 2.	
2nd	1. 2.	
3rd	1. 2.	
4th	1. 2.	
5th	1. 2.	

C. STAAR Growth Measure

D. MAP Projection and STAAR Performance

1. What percent of students are projected to perform at Approaches and Above for each grade level? Meets and Above? Masters?

- Using the MAP Dashboard in Edugence, are there any student groups that were significantly different (high or low) when considering the questions? How did the student groups that are listed in your CIP reading performance objective perform?

Document answers to questions in this table:

	MAP Fall Projection Complete in September			MAP Winter Projection Complete in January			MAP Spring Projection Complete in May/June			STAAR Performance Results Complete in June		
	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS
2nd												
	Student Group Observations:			Student Group Observations:			Student Group Observations:					
3rd												
	Student Group Observations:			Student Group Observations:			Student Group Observations:			Student Group Observations:		
4th												
	Student Group Observations:			Student Group Observations:			Student Group Observations:			Student Group Observations:		
5th												
	Student Group Observations:			Student Group Observations:			Student Group Observations:			Student Group Observations:		

### E. Writing Records

- What percent of students performed at or above level 2?

Document answers to questions in this table:

	BOY Writing Records			MOY Writing Records			EOY Writing Records		
	Below 2	2	Above 2	Below 2	2	Above 2	Below 2	2	Above 2
K									

1st									
2nd									
3rd									
4th									
5th									

F. Reading Records Progress (BOY to MOY and EOY)

	14%	19%	68%
	41%	45%	14%
	8%	25%	67%
		3%	98%

*\*Reading Records are not required BOY in Kindergarten.*

BOY		MOY (January)			BOY		EOY (May)		
		Below	At	Above			Below	At	Above
Kinder *	Below				Kinder	Below			
	At					At			
	Above					Above			
1st	Below				1st	Below			
	At					At			

	Above					Above			
2nd	Below				2nd	Below			
	At					At			
	Above					Above			
3rd	Below				3rd	Below			
	At					At			
	Above					Above			
4th	Below				4th	Below			
	At					At			
	Above					Above			
5th	Below				5th	Below			
	At					At			
	Above					Above			

G. Unit Assessments

1. On a scale from 1 (no use) to 5 (consistent use), how well are the collaborative teams using the Unit Assessment data in Edugence to adjust instruction?

Document answers to questions in this table:

3rd	1.
-----	----

4th	1.
5th	1.

H. Circle (campuses with Pre-K)

- In development to match HB3 District and Board Goals.
- Percentage on track to meet Early Childhood goals at MOY and EOY.

BOY		MOY		EOY	
% at APP Standard	% at Meets	% at APP Standard	% at Meets	% at APP Standard	% at Meets

# Reading CNA Summary

Refer back to instructions on page 6

	Kinder	1st	2nd	3rd	4th	5th
A. MAP Growth (Fall to Winter)						
A. MAP Growth (Fall to Spring)						
B. PGR						
C. STAAR Growth						
D. MAP Projection Fall (BOY)						
D. MAP Projection Winter (MOY)						
D. MAP Projection Spring (EOY)						
D. STAAR Performance						
E. Writing Records & STAAR Writing						
F. Reading Records						

G. Unit Assessments						
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H. Pre-K Circle Summary:

**CNA Science:**

**A. MAP Growth (Fall to Winter and Fall to Spring)**

**MAP Data Reports:**

- SGS: Student Growth Summary - \_\_\_ PDF name
- ASG: Achievement Status and Growth - PDF Name

**Data Points:**

1. ASG Report - What is the **Percent of Projected Growth Met** for each grade? *(Goal is at least 100%)*
2. SGS Report - What is the **Percent Met Projection** for each grade? *(Goal is between 60-65%)*
3. SGS Report - What is the **Student Median Conditional Growth Percentile** for each grade? *(Goal is at least 50th percentile)*
4. How did the student groups that are listed in your CIP science performance objective grow?

Document answers to questions in this table:

	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
3rd	I)	II)	III)	I)	II)	III)
	IV)			IV)		
4th	I)	II)	III)	I)	II)	III)
	IV)			IV)		
5th	I)	II)	III)	I)	II)	III)
	IV)			IV)		

**B. Projected Growth Report (PGR)**

*Complete in June*

1. What observations do you have regarding quintiles that were significantly different (high or low) compared to other quintiles?
2. What observations do you have regarding quintiles that were significantly different (high or low) compared to the district?

Document answers to questions in this table:

Kinder	1.
--------	----

	2.
1st	1. 2.
2nd	1. 2.
3rd	1. 2.
4th	1. 2.
5th	1. 2.

C. MAP Projection and STAAR Performance

1. What percent of students are projected to perform at Approaches and Above for each grade level? Meets and Above? Masters?
2. Using the MAP Dashboard in Edugence, are there any student groups that were significantly different (high or low) when considering the questions? How did the student groups that are listed in your CIP science performance objective perform?

Document answers to questions in this table:

	MAP Fall Projection Complete in September			MAP Winter Projection Complete in January			MAP Spring Projection Complete in May/June			STAAR Performance Results Complete in June		
	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS	AP +	ME +	MS
5th												
	Student Group Observations:			Student Group Observations:			Student Group Observations:			Student Group Observations:		

D. Unit Assessments

1. On a scale from 1 (no use) to 5 (consistent use), how well are the collaborative teams using the Unit Assessment data in Edugence to adjust instruction?

Document answers to questions in this table:

3rd	1.
4th	1.
5th	1.

Science CNA Summary

Refer back to instructions on page 6

	Kinder	1st	2nd	3rd	4th	5th
A. MAP Growth (Fall to Winter)						
A. MAP Growth (Fall to Spring)						
B. PGR						
C. MAP Projection Fall (BOY)						
C. MAP Projection Winter (MOY)						
C. MAP Projection Spring (EOY)						
C. STAAR Science						

D. Unit Assessments						
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### Campus Behavior Data

All data will come from Review 360. Contact Student and Family Services with any questions. As you review your data, please consider the following guiding questions:

- 1) What is your campus' level of disproportionality w/out SPED?
- 2) Is there a particular location where incidences are occurring?
- 3) Does the behavior data correlate to your academic achievement data?
- 4) Is there a need for professional development to support teachers in the area of behavior management, behavior interventions, coaching opportunities with support from SEL, MTSS, Behavior, Academics, and/or Multilingual departments?

#### A. Discipline Incident Type by Student Group

Document data collected from Review360 in the table below.  
 Optional: Consider running additional reports by grade level, gender, ethnicity, and Special Ed.

	Fall Checkpoint Complete in September	Winter Checkpoint Complete in January	Spring Checkpoint Complete in May/June	Year Totals Complete in June
	List Top Five Incidents	List Top Five Incidents	List Top Five Incidents	List Top Five Incidents
Amer Indian				
Asian				
African Amer				
Hispanic				
Pac Islander				

Two or More				
White				
Dyslexia				
Economically Disadvantaged				
Emergent Bilingual				
Gifted/Talented				
Gender				
Section 504				
Special Education				

**B. Discipline Incident Location by Student Group**

*Document data collected from Review360 in the table below.*

*Optional: Consider running additional reports by grade level, gender, ethnicity, and Special Ed. An additional report can be created in the “view” menu to compare your campus to similar district schools.*

	<b>Fall Checkpoint Complete in September</b>	<b>Winter Checkpoint Complete in January</b>	<b>Spring Checkpoint Complete in May/June</b>	<b>Year Totals Complete in June</b>
	<b>List Top Five Locations</b>	<b>List Top Five Locations</b>	<b>List Top Five Locations</b>	<b>List Top Five Locations</b>
African American				
Asian				
Hispanic				
Pacific Islanders				
2 or More Races				
White				
Special Education				

C. Discipline Administrative Action by Student Group

Document data collected from Review360 in the table below.

Optional: Consider running additional reports by grade level, gender, ethnicity, and Special Ed. An additional report can be created in the “view” menu to compare your campus to similar district schools.

	<b>Fall Checkpoint Complete in September</b>	<b>Winter Checkpoint Complete in January</b>	<b>Spring Checkpoint Complete in May/June</b>	<b>Year Totals Complete in June</b>
<b>Demographics</b>	<b>List Top Five Administrative Actions</b>	<b>List Top Five Administrative Actions</b>	<b>List Top Five Administrative Actions</b>	<b>List Top Five Administrative Actions</b>
African American				
Asian				
Hispanic				
Pacific Islanders				
2 or More Races				
White				
Special Education				

# Campus Attendance Data

## Attendance

Document data collected from Edugence Attendance.

Demographics	Fall Checkpoint Complete in September		Winter Checkpoint Complete in January		Spring Checkpoint Complete in May/June		Year Totals Complete in June	
	# Absences	# PARB Referrals	# Absences	# PARB Referrals	# Absences	# PARB Referrals	# Absences	# PARB Referrals
African American								
Asian								
Hispanic								
Pacific Islanders								
2 or More Races								
White								
At Risk								
Dyslexia								
Economically Disadvantaged								
Emergent Bilingual								
Gifted/Talented								
Female								
Male								

Section 504								
Special Education								
Total								