Plano Independent School District

Brinker Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 23, 2026 at 03:25 PM

Mission Statement

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

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Priorities 15

Priority 1 : Strategic Plan Objective 1: 1.1- Campus CCMR indicators: 29.3% of Econ... 16

Priority 2 : Strategic Plan Objective 1: 1.4- Students in grades 1-4 demonstrated lo... 19

Priority 3 : Strategic Plan Objective: 2.3- Gaps in academic continuity persist amon... 22

Priority 4 : Strategic Plan Objective: 4.2- Staff perception data indicates that teach... 25

Funding Summary 27

211 Title I, Part A 28

Comprehensive Needs Assessment

Demographics

Summary

From the data above, from the CCMR and from Behavior/Attendance, we noticed that students who are on track also had good attendance/behavior data. The strengths/weaknesses that we noticed from the CCMR data were focused on our Hispanic and Economically Disadvantaged students because they were the lowest percent in the data chart. 30.6% of Hispanic students, 29.3% of Econ Dis students, and 26.3% EB students are on track in Reading. 20% of African American students, 22% of Econ Dis students, and 31.6% EB students are on track in Math. On the other hand, our Asian population was one of our highest. When focusing on gaps with the CCMR data, reading was significantly different than Math. As we focused on behavior/ attendance, we are going to continue as a campus to monitor the data when focusing on our risk ratio portion. Lastly, from the data, our attendance did very well at our campus with reporting period 1 being our highest. Attendance for Hispanic/Latino students- 94%, African America students 94.1%. Campus average 94.9%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	At risk of identification due to low performance for the last two years in Hispanic and EB (Current and Monitored) student groups.	Lack of tracking and monitoring of EB student development through TELPAS and STAAR.

★ = Priority

Student Learning

Summary

Math data indicates that grades 1–4 struggled across all MAP quintiles, while kindergarten and 5th grade demonstrated strong growth in every quintile. Students taking the Spanish STAAR performed significantly lower than those taking the English STAAR, with substantially fewer meeting the Approaches standard or higher. Of the Campus Improvement Plan (CIP) goals, only 3rd grade met its target, while 4th and 5th grades did not.

Reading data shows that grades K–5 achieved less than 100% growth in MAP Quintile 5. On the Spanish MAP, most quintiles also fell below 100% growth, with the exception of kindergarten. STAAR results revealed notable achievement gaps between students tested in Spanish and English in grades 3–5, with performance differences ranging from approximately 35% to 45%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Campus CCMR indicators, 29.3% of Economically Disadvantaged students are on track in Reading, and 22% are on track in Math, compared to Non-Economically Disadvantaged Students who are at 81% in Reading and 71% in Math.	Inconsistent daily data review to drive instructional practices.
2 ★	Students in grades 1-4 demonstrated low growth across all five quintiles in MAP Math, with 4th and 5th grades failing to meet campus CIP growth targets.	Inconsistent daily data review to drive instructional practices.

★ = Priority

School Processes & Programs

Summary

Strong collaborative culture through PLCs, data teams, and instructional leadership structures that support continuous improvement and student achievement.

A clear instructional framework with strong teacher commitment to professional growth, coaching, and implementation of effective instructional practices.

Comprehensive systems of support for students through MTSS, intervention programs, family engagement, and collaborative problem-solving teams.

As the English Learner population has grown to over 40% of enrollment, the campus must continue strengthening instructional practices and intervention systems to accelerate language acquisition and academic achievement.

Teachers report a need for increased opportunities to observe effective instruction, participate in instructional rounds, and engage in peer-to-peer learning experiences to strengthen instructional consistency across classrooms.

Increasing student mobility and growth in economically disadvantaged populations require continued refinement of intervention systems, family engagement strategies, and transition supports to ensure academic continuity and success for all students.

With a Title I allotment of $154,500, we fund key staff who drive both teacher and student success. This investment supports our educators with coaching, modeling, and PLCs, while directly boosting student growth through targeted small-group lessons.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Gaps in academic continuity persist among the campus's growing populations of highly mobile and economically disadvantaged students.	Lack of a community/school relationship

★ = Priority

Perceptions

Summary

Grade 4 scored 120% growth in Science on Quintiles 1-5. On MAP, 42% met expectations in 5th Science in the Spring. Fall to Winter, Quintile 4 was low in 5th. Towards the end of the year 5th dropped from Fall to Winter and increased from Fall to Spring. 4th grade dropped from Fall to Spring, compared to Fall to Winter, where they were above 120%.

Teachers and parents felt that their kids were safe in school. Our attendance ranged from 94.9% to 97.5% although there was an increase in mobility within the last five years. Teachers understood the framework for instructional learning, but needed to focus on subpopulations to include English language learners and economically disadvantaged students.

Teachers report positive support for instructional growth from PLC's, coaching, leadership support, and professional development. Teachers are seeking more instructional feedback and peer observations. Instructional rounds were started to bring back ideas from other teachers on how to address the subgroups.

Data shows that our subgroups had more discipline referrals. We definitely need to focus on our subpopulations for academic and discipline achievement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff perception data indicates that teachers lack consistent opportunities to receive actionable instructional feedback and conduct peer observations to support subpopulations.	
2 ★	Enhance campus culture by continuing to increase positivity and collaboration.	Inconsistency in communication and expectations.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Campus CCMR indicators, 29.3% of Economically Disadvantaged students are on track in Reading, and 22% are on track in Math, compared to Non-Economically Disadvantaged Students who are at 81% in Reading and 71% in Math.	Inconsistent daily data review to drive instructional practices.
2 ★	Gaps in academic continuity persist among the campus's growing populations of highly mobile and economically disadvantaged students.	Lack of a community/school relationship
3 ★	Students in grades 1-4 demonstrated low growth across all five quintiles in MAP Math, with 4th and 5th grades failing to meet campus CIP growth targets.	Inconsistent daily data review to drive instructional practices.
4 ★	Enhance campus culture by continuing to increase positivity and collaboration.	Inconsistency in communication and expectations.
5 ★	At risk of identification due to low performance for the last two years in Hispanic and EB (Current and Monitored) student groups.	Lack of tracking and monitoring of EB student development through TELPAS and STAAR.

★ = Priority

Priorities

Priority 1

Strategic Plan Objective 1: 1.1- Campus CCMR indicators: 29.3% of Economically Disadvantaged students are on track in Reading, and 22% are on track in Math, compared to Non-Economically Disadvantaged Students who are at 81% in Reading and 71% in Math.

Goal 1

By the end of the 2026-2027 school year, the campus will increase STAAR Reading meets percentages in 3rd grade from 43% to 60%, in 4th grade from 58% to 68%, and in 5th grade from 59% to 69%. HB1416 students will increase their growth on STAAR Reading by 50%.

Performance Target: By the end of the 2026-2027 school year, the percentage of students achieving the Meets Grade Level standard on STAAR Reading will increase across grades 3-5, and accelerated learning targets will be met for HB1416 students:

3rd Grade Reading: Increase from 43% to 60% Meets

4th Grade Reading: Increase from 58% to 68% Meets

5th Grade Reading: Increase from 59% to 69% Meets

HB1416 Accelerated Learning Students: 50% or more will demonstrate projected growth on STAAR Reading

Expected Result: Significant improvement in overall reading achievement and accelerated growth for at-risk and HB1416 students, reflected by higher percentages of students attaining the Meets Grade Level standard on STAAR Reading, reduced achievement gaps between economically disadvantaged and non-economically disadvantaged students, and improved Domain 1 and Domain 3 performance.

Strategy 1

Teachers, along with campus support will:
Utilize PLC data cycles, MAP growth projections, and frequent formative assessments to design targeted small-group reading instruction, implement aligned academic vocabulary routines, and execute structured HB1416 acceleration cycles.
Participate in ongoing professional learning and coaching on high-yield instructional strategies for resource/small group instruction.

Staff Responsible for Monitoring: Teachers, specialists, and administration.

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Provide TEKS-aligned field trip experiences integrated with structured pre- and post-visit academic vocabulary routines to build background knowledge, directly accelerating academic language acquisition and vocabulary retention for EB and Economically Disadvantaged students to increase STAAR Reading performance.

Staff Responsible for Monitoring: Teachers, specialists, and administration.

Problem Statements: School Processes & Programs 1

Funding Sources: Field Trip Transportation 211 Title I, Part A, $4,500

Formative Reviews

November	February	June

Strategy 3

Brinker will host a Family Reading Night to provide families with practical take-home literacy tools and activities, strengthening school-family partnerships and supporting student reading growth at home.

Staff Responsible for Monitoring: Teachers and administration

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $940

Formative Reviews

November	February	June

Strategy 4

Additional instructional hands-on materials will be provided to increase differentiation through remediation and enrichment opportunities through small-group targeted reading instruction

Staff Responsible for Monitoring: Coaches, administrators, and teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $2,160

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus CCMR indicators, 29.3% of Economically Disadvantaged students are on track in Reading, and 22% are on track in Math, compared to Non-Economically Disadvantaged Students who are at 81% in Reading and 71% in Math.	Inconsistent daily data review to drive instructional practices.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Gaps in academic continuity persist among the campus's growing populations of highly mobile and economically disadvantaged students.	Lack of a community/school relationship

Priority 2

Strategic Plan Objective 1: 1.4- Students in grades 1-4 demonstrated low growth across all five quintiles in MAP Math, with 4th and 5th grades failing to meet campus CIP growth targets.

Goal 1

By the end of the 2026-2027 school year, the campus will increase STAAR Math meets percentages in 3rd grade from 35% to 55%, 4th grade from 54% to 64%, and 5th grade from 48% to 60%.
HB1416 students will increase their growth on STAAR Math by 50%.

Performance Target: By the end of the 2026-2027 school year, the percentage of students achieving the Meets Grade Level standard on STAAR Math will increase across grades 3-5, and accelerated learning targets will be met for HB1416 students:

3rd Grade Math: Increase from 35% to 55% Meets

4th Grade Math: Increase from 54% to 64% Meets

5th Grade Math: Increase from 48% to 60% Meets

HB1416 Accelerated Learning Students: 50% or more will demonstrate projected growth on STAAR Math

Expected Result: Measurable increase in mathematics achievement and accelerated growth across all grade levels, resulting in higher percentages of students reaching the Meets Grade Level standard on STAAR Math, reversal of low MAP quintile growth trends, and substantial performance gains for HB1416 accelerated learning students.

Strategy 1

Teachers will implement data-driven PLC planning cycles utilizing MAP growth projections, TEKS trackers, and frequent formative assessment data to deliver targeted small-group math interventions, spiraled skill review, and structured HB1416 acceleration routines.

Staff Responsible for Monitoring: Teachers, specialists, and administration.

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

Brinker will host a STEM Night to share take-home activities and tools for families to utilize at home to encourage science and math skills such as calculations, observation, inquiry, making

hypotheses, and higher-order thinking.

Staff Responsible for Monitoring: Teachers and administration

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $940

Formative Reviews

November	February	June

Strategy 3

Additional instructional hands-on materials will be provided to increase differentiation through remediation and enrichment opportunities through small-group targeted math instruction.

Staff Responsible for Monitoring: Teachers, coaches, and administration

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A, $2,160

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students in grades 1-4 demonstrated low growth across all five quintiles in MAP Math, with 4th and 5th grades failing to meet campus CIP growth targets.	Inconsistent daily data review to drive instructional practices.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Gaps in academic continuity persist among the campus's growing populations of highly mobile and economically disadvantaged students.	Lack of a community/school relationship

Priority 3

Strategic Plan Objective: 2.3- Gaps in academic continuity persist among the campus's growing populations of highly mobile, economically disadvantaged, Hispanic, and EB students.

Goal 1

By the end of the 2026-2027 school year, economically disadvantaged students will decrease the gap between non-economically disadvantaged students by 20%, as measured by student proficiency on MAP.

Performance Target: By the end of the 2026-2027 school year, the MAP proficiency gap between 5th-grade economically disadvantaged and non-economically disadvantaged students will decrease by 20% across both subjects:

Math: Reduce the gap from 48.6% (22.0% vs. 70.6%) to 38.9% or less, increasing economically disadvantaged student proficiency to at least 31.7%.

Reading: Reduce the gap from 51.6% (29.3% vs. 80.9%) to 41.3% or less, increasing economically disadvantaged student proficiency to at least 39.6%.

Expected Result: Significant acceleration of academic growth for 5th-grade economically disadvantaged students, leading to increased MAP proficiency rates in both Reading and Math and a measurable reduction in achievement gaps compared to non-economically disadvantaged peers.

Strategy 1

Teachers will analyze MAP growth data and formative assessment results during PLC cycles to design targeted small-group instruction, implement differentiated learning pathways, and conduct regular progress-monitoring for economically disadvantaged students.

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus CCMR indicators, 29.3% of Economically Disadvantaged students are on track in Reading, and 22% are on track in Math, compared to Non-Economically Disadvantaged Students who are at 81% in Reading and 71% in Math.	Inconsistent daily data review to drive instructional practices.

Goal 2

By the end of the 2026-2027 school year, the campus will increase STAAR Meets achievement:

Hispanic students: Reading from 32% to 42%; Math from 26% to 46%.
EB students: Reading from 35% to 45%; Math from 30% to 50%.

Performance Target: By the end of the 2026-2027 school year, the Accountability Rating in Domain 3 - Closing the Gaps will improve from 67 to at least 72, reversing the recent declines and demonstrating measurable student growth.

Expected Result: Significant improvement in overall student achievement, with a marked increase in performance and reduced achievement gaps for Hispanic and EB students, reflected by higher Domain 3 scores and a greater percentage of students meeting or exceeding growth targets on STAAR and TELPAS assessments.

Strategy 1

Teachers will set goals with students and track data through district and formative assessments, meet regularly to review student data, and create measurable goals and action steps to support student growth.

Staff Responsible for Monitoring: Teachers, specialists, and administration.

Problem Statements: Demographics 1

Funding Sources: 211 Title I, Part A, $2,160

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At risk of identification due to low performance for the last two years in Hispanic and EB (Current and Monitored) student groups.	Lack of tracking and monitoring of EB student development through TELPAS and STAAR.

Priority 4

Strategic Plan Objective: 4.2- Staff perception data indicates that teachers lack consistent opportunities to receive actionable instructional feedback and conduct peer observations to support subpopulations.

Goal 1

To foster a safe, respectful, and supportive learning environment, Brinker Elementary will continue with the implementation of Positive Behavior Interventions and Supports (PBIS) while incorporating the Plano ISD Code of Civility into daily campus behavior expectations, resulting in a 20% reduction in office referrals based on Review360 data by the end of the 2026-2027 school year.

Performance Target: Ensure 100% teacher participation for the 2025-2026 school year.

Expected Result: An increase in positive behavior supports and protocols for proactive responses. Implementation of Brinker's PBIS system will result in a reduction of at least 20% in behavior referrals.

Strategy 1

Train staff on key PBIS principles, such as positive reinforcement, de-escalation techniques, and creating supportive environments for students.

Staff Responsible for Monitoring: Campus administrators and PBIS Foundations team

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Enhance campus culture by continuing to increase positivity and collaboration.	Inconsistency in communication and expectations.

Goal 2

By the end of the 2026-2027 school year, campus attendance will increase to 95.5%. With improved attendance among EB and economically disadvantaged students.

Performance Target: By the end of the 2026-2027 school year, overall campus attendance will increase from 94.9% to 95.5%, with incremental subgroup progress monitored across reporting periods:

Campus Overall: Increase attendance to 95.5% (Reporting Period 1 checkpoint: 95.0%; Reporting Period 3 checkpoint: 95.3%; Reporting Period 4 checkpoint: 95.5%)

Expected Result: Increased daily instructional continuity and classroom engagement, resulting in reduced chronic absenteeism, improved academic progress across core content areas, and narrowed attendance gaps for Emergent Bilingual (EB) and Economically Disadvantaged students.

Strategy 1

The campus Attendance Team will refine the early-warning attendance tracking system to identify attendance risks early, combining weekly data reviews with targeted family outreach, student attendance mentoring, and individualized intervention plans. Celebrate grade-level attendance percentages. Visual displays of attendance percentages
Create a welcoming and warm environment where students want to come and learn each day.

Staff Responsible for Monitoring: Teachers and the campus attendance team: admin, counselor, SSL, CIS, data clerk.

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Enhance campus culture by continuing to increase positivity and collaboration.	Inconsistency in communication and expectations.

Funding Summary

Funding Summary

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Field Trip Transportation	--	$4,500.00
1	1	3		--	$940.00
1	1	4		--	$2,160.00
2	1	2		--	$940.00
2	1	3		--	$2,160.00
3	2	1		--	$2,160.00
				Sub-Total	$12,860.00
				Budgeted Fund Source Amount	$15,900.00
				+/- Difference	**$3,040.00**