

Spring Independent School District

Link Elementary

2023-2024 Improvement Plan



Mission Statement

Link Elementary prepares students to be lifelong learners, critical thinkers, and responsible citizens who display good character – ready to contribute, compete, and lead in today's global society.

Vision

Link Elementary will be a campus which offers high quality academics that meet the needs of all students in a positive learning environment.

Core Beliefs

Link Leopard Educators believe our highest priority is creating an environment in which students feel **safe** and **secure**.

Link Leopard Educators own our students' **social**, **emotional**, and **academic** success.

Link Leopard Educators believe in problem solving: **academically**, **socially** and **emotionally**.

Link Leopard Educators believe in **dialogue** and **trajectory**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Link Elementary is a 42 year old campus, built in 1982. Link Elementary is a Pre-kindergarten to fifth-grade campus and predominantly serves families from low socio-economic backgrounds. Link Elementary, is a PK through 5th grade, Title I campus located in Spring ISD. The campus is situated in the residential community of Rushwood and serves a section of the Camden Park subdivision as well. This improvement plan will concentrate in the 2023-2024 school year by using demographic information from exams taken in the Spring of 2023. Link Elementary has a student population of 545 students. Link's enrollment has slowly declined over the last 3-4 years as a result of neighborhood charters and family relocation. The campus has a 64% mobility rate. For the 2022-2023 school year the attendance rate for Link ES was 95%. Link Elementary student demographic breakdown is as follows: Hispanic 76%, AA 18%, American Indian 1%, White 2%, and Asian 1%. Approximately 89% of our students are identified as economically disadvantaged, 42% of our students are English Language Learners and 13% receive special education services.

Demographics Strengths

Link Elementary is a great source of pride as many community members and parents attended the campus as children and are invested in the future success of the campus.

Link Elementary employs a diverse instructional staff to address the needs of our community. We have good teacher retention with 91% of our teachers returning for the 2023-2024 school year. We have had the same business partner for the past 6 years, Chic-Fil-A.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our English Language Learner struggle with transitioning from Spanish to English. **Root Cause:** Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.

Student Learning

Student Learning Summary

Our 2022-2023 data reflects the effects of not being fully staffed with teachers and paraprofessionals.

Grades 3-5 READING STAAR

- The percentage of students meeting the "approaches" level on the reading STAAR in grades 3-5 was 58%.
- The percentage of students meeting the "meets" level on the reading STAAR in grades 3-5 was 31%
- The percentage of students meeting the "masters" level on the reading STAAR in grades 3-5 was 9%

Grades 3-5 MATH STAAR

- The percentage of students meeting the "approaches" level on the math STAAR in grades 3-5 was 67%
- The percentage of students meeting the "meets" level on the math STAAR in grades 3-5 was 36%
- The percentage of students meeting the "masters" level on the math STAAR in grades 3-5 was 15%

Grades 5 Science STAAR

- The percentage of students meeting the "approaches" level on the science STAAR in grades 5 was 25%
- The percentage of students meeting the "meets" level on the science STAAR in grades 5 was 4%
- The percentage of students meeting the "masters" level on the science STAAR in grades 5 was 0%

Grades 3-5 MAP Reading

- 50% of 3rd graders scored on or above grade level.
- 37% of 4th graders scored on or above grade level.
- 41% of 5th graders scored on or above grade level.

Grades K-5 MAP Math

- 37% of Kindergarten students score on or above grade level.
- 36% of 1st graders scored on or above grade level.
- 36% of 2nd graders scored on or above grade level.
- 72% of 3rd graders scored on or above grade level.
- 55% of 4th graders scored on or above grade level.
- 41% of 5th graders scored on or above grade level.

K-2 mCLASS

- 68% of Kindergarten students scored on or above grade level.
- 67% of 1st graders scored on or above grade level.
- 72% of 2nd graders scored on or above grade level.

PK CIRCLE Assessment

- Spanish - On Track
 - Language & Literacy 90%
 - Mathematics 94%
 - Social & Emotional 97.3%
- English
 - Language & Literacy 85.7%
 - Mathematics 92.7%
 - Social & Emotional 75%

TELPAS

- Composite
 - Beginning 23%
 - Intermediate 42%
 - Advanced 29%
 - Advanced High 6%
- Speaking
 - Beginning 30%
 - Intermediate 42%
 - Advanced 22%
 - Advanced High 7%
- Listening
 - Beginning 23%
 - Intermediate 39%
 - Advanced 35%
 - Advanced High 22%
- Writing
 - Beginning 41%
 - Intermediate 26%
 - Advanced 17%
 - Advanced High 15%
- Reading
 - Beginning 37%
 - Intermediate 37%
 - Advanced 16%
 - Advanced High 11%

Student Learning Strengths

Pre-Kindergarten students taking the CIRCLE Assessment in Spanish tested at 97.3% on track for Social and Emotional as well as 89% in mathematics. Students testing in English tested at 92.7% in mathematics and 85.7% in Social and Emotional. We had victories in 3rd grade reading and we saw great success in math in grades 3-5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.

Problem Statement 2 (Prioritized): 75% of 5th grade students did not meet the minimum standard on the Science STAAR. **Root Cause:** We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.

Problem Statement 3 (Prioritized): 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. **Root Cause:** We had a math vacancies in grades 4 and 5.

School Processes & Programs

School Processes & Programs Summary

The 2023-2024 campus leadership and staff members of Link Elementary worked to develop, nurture, and support systems that facilitate implementation of the rigor/relevance framework, and elements of effective instruction. Our professional learning community framework which includes a data-drive focus on instructional conferences in which teachers receive targeted feedback and action steps to improve their instructional practice. A professional learning community schedule has been created for administrators, instructional specialist, teachers, and support staff to meet weekly to plan, practice, learn, review data to ensure quality lesson delivery and student learning. Amplify (reading) and Eureka (math) along with district developed curriculum documents guide teachers in their planning to ensure needs of all learners are being met.

Link Elementary's instructional development supports include the following:

- Appraiser support (Observation and Feedback and Formal Appraisals via T-TESS)
 - Principal, Assistant Principal, and Instructional Specialist will facilitate Professional Learning Community meetings focused on planning, practice, and data-driven action planning.
- Instructional Specialist
- Literacy Coach
- Interventionist
 - Reading
 - Math
- School Counselor
- At-Risk Counselor
- ELL Coordinator
- Student Support Specialist

During 2023-2024 school year Link Elementary is working to refine the following programming and processes:

- Lesson planning protocols that support implementation of the rigor/relevance framework.
- Instructional coaching to support teacher development
- Implementation of PLC scope and sequence calendar (Learning, Planning, Instructional Delivery, and Data Analysis)
- Campus-wide RtI processes
- Vertically Aligned PLC's
- Grade Level Intervention Block
 - Math
 - Reading
 - Science (5th Grade)
- Curriculum/Content Staff

Discipline Data

- Monthly Trends by Grade Level
- Reduction of eSchool Discipline Referrals for African American and SpEd Students

School Processes & Programs Strengths

- Campus-wide Intervention Block
 - Time varies based on grade level.
- Implementation of PLC scope and sequence calendar (Learning, Planning, Instructional Delivery, and Data Analysis)
- Campus-wide RTI processes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment. **Root Cause:** Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Perceptions

Perceptions Summary

Link Elementary embraces our district's vision and mission and strives to embody the core values in our daily service to our school community. According to the School Quality Survey for Stakeholders, eighty-six percent (86%) of campus-based staff report high learning standards for all students and students are challenged by their schoolwork. Eighty-three percent (83%) of campus-based staff report school-based administrators clearly communicate the school mission and vision. Eighty percent (80%) of parents feel that they are treated respectfully by all campus staff members. Survey responses indicate seventy-four percent (74%) of the parents value input provided by families.

Perceptions Strengths

According to 2022-2023 Employee Engagement and School Quality Survey data staff members and parents responded favorably to the following statements:

Parents and Campus-based Staff Responded

- This school encourages families to volunteer - 80%.
- Staff members and families treat each other with respect - 80%.
- There is a teacher, counselor or staff member to whom a student can go for help with a school or personal problem - 100%.
- This school is safe - 97%.

Priority Problem Statements

Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English.

Root Cause 1: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR.

Root Cause 2: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 75% of 5th grade students did not meet the minimum standard on the Science STAAR.

Root Cause 3: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR.

Root Cause 4: We had a math vacancies in grades 4 and 5.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment.

Root Cause 5: Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals


Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students






Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

Approaches	58%	to	61%
Meets	31%	to	34%
Masters	9%	to	12%

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to improve tier 1 instruction we will develop and implement a PLC calendar for the 2023-2024 academic year, which will include planning, practice, data-driven action planning and learning. Additionally, expectations/norms will be communicated for action required prior, during and post PLC meetings. Teachers will bring their laptop to every PLC meeting to access the curriculum.</p> <p>Strategy's Expected Result/Impact: Springway PLC framework will be implemented with fidelity throughout the school year.</p> <p>The Impact: Link ES teachers will have the opportunity to practice their instructional delivery prior to going live with scholars. Link ES instructional leadership team and teachers will consistently engage in data-driven action planning which will yield targeted enrichment/intervention plans that meet the needs of all learners on an individual level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Literacy Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: A targeted intervention plan focusing on students scoring in the bottom 20% of the BOY MAP and EOY STAAR 2023. Strategy's Expected Result/Impact: By April 70% of students in grades 3-5 will be performing at Approaches. Staff Responsible for Monitoring: Principal Assistant Principal Literacy Coach Campus Academic Specialist Student Support Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: School Supplies - 211 Title I, Part A - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students Support Specialist will attend Lead4ward Leading Intentional Intervention PD. Strategy's Expected Result/Impact: - Leverage Prevention - Evaluate and Adapt Content and Thinking - Streamline Campus Intervention Processes' and Routines Staff Responsible for Monitoring: Student Support Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Lead4ward - Leading Intentional Intervention - 211 Title I, Part A - \$175	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English. Root Cause: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.
Student Learning
Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.


Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students






Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 % 2024 %

Approaches	67%	to	70%
Meets	36%	to	39%
Masters	15%	to	18%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: In order to improve tier 1 instruction we will develop and implement a PLC calendar for the 2023-2024 academic year, which will include planning, practice, data-driven action planning and learning. Additionally, expectations/norms will be communicated for action required prior, during and post PLC meetings. Teachers will bring their laptop to every PLC meeting to access the curriculum.</p> <p>Strategy's Expected Result/Impact: Springway PLC framework will be implemented with fidelity throughout the school year.</p> <p>The Impact: Link ES teachers will have the opportunity to practice their instructional delivery prior to going live with scholars. Link ES instructional leadership team and teachers will consistently engage in data-driven action planning which will yield targeted enrichment/intervention plans that meet the needs of all learners on an individual level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Math Coach</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>				

Strategy 2 Details	Reviews			
Strategy 2: A targeted intervention plan focusing on students scoring in the bottom 20% of the BOY MAP and EOY STAAR 2023. Strategy's Expected Result/Impact: By April 70% of students in grades 3-5 will be performing at Approaches. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Campus Academic Specialist Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: School Supplies - 211 Title I, Part A - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English. Root Cause: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.
Student Learning
Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.


Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students



Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.






By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 % 2024 %

Approaches	25%	to	28%
Meets	4%	to	7%
Masters	0%	to	3%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: In order to improve tier 1 instruction we will develop and implement a PLC calendar for the 2023-2024 academic year, which will include planning, practice, data-driven action planning and learning. Additionally, expectations/norms will be communicated for action required prior, during and post PLC meetings. Teachers will bring their laptop to every PLC meeting to access the curriculum.</p> <p>Strategy's Expected Result/Impact: Springway PLC framework will be implemented with fidelity throughout the school year.</p> <p>The Impact: Link ES teachers will have the opportunity to practice their instructional delivery prior to going live with scholars. Link ES instructional leadership team and teachers will consistently engage in data-driven action planning which will yield targeted enrichment/intervention plans that meet the needs of all learners on an individual level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Science Lead Teacher</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: During PLC meetings teachers will practice delivering instruction prior to going live with scholars. This will provide an opportunity for instructional leadership to provide feedback for improvement. Strategy's Expected Result/Impact: Teachers will routinely receive warm and cool feedback on lesson delivery. Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Science Lead Teacher Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: For the 2023-2024 school year our 5th grade team will have a dedicated Science teacher. Strategy's Expected Result/Impact: Students will have dedicated time on task with Science. The Impact will be an increase in student performance on Science STAAR, Benchmark, Science MAP and interim exams. This also reduces the number of students in a given 5th grade class. Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist 5th Grade Science Teacher Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Science Teacher - 211 Title I, Part A - \$68,500		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 4 Details		Reviews			
<p>Strategy 4: For the 2023-2024 school year we have partnered with The Teacher's Teacher, LLC. They will work with our 5th grade Science teachers to develop the fundamental principles of providing a quality education for all students. The teacher will attend professional development sessions combined with a student-centered coaching model to ensure they begin the school year with success. Throughout the first semester, they will unpack the importance of developing and maintaining consistent systems, the importance of building relationships with students, content unpacking, vocabulary development, and understanding STAAR.</p> <p>Strategy's Expected Result/Impact: By December 2023 35% of the 5th grade students will score at Approaches or higher.</p> <p>By February 2024 50% of the 5th grade students will score at Approaches or higher.</p> <p>By April 2024 80% of the 5th grade students will score at Approaches or higher.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Science Teacher (5th grade)</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: The Teachers' Teacher - 211 Title I, Part A - \$18,275</p>		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English. Root Cause: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.
Student Learning
Problem Statement 2: 75% of 5th grade students did not meet the minimum standard on the Science STAAR. Root Cause: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.
School Processes & Programs
Problem Statement 1: Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment. Root Cause: Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	100%
Letter-Sound Correspondence	100%
Early Writing	94%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Teachers will create learning centers that offer opportunities to individualize instruction, scaffold learning, improve language and reinforce concepts (Hands-on Activities (caterpillars), Vocabulary, Exploration and Play, Letter and Number Identification, Letter-Sound Correspondence, Retell a story, High Frequency Words, etc.</p> <p>Strategy's Expected Result/Impact: By December 2023, 55% of PK students will be On Target on CLI Engage/CIRCLE.</p> <p>By February 2023, 75% of PK students will be On Target on CLI Engage/CIRCLE.</p> <p>By May 2023, 95% of PK students will be On Target on CLI Engage/CIRCLE.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: General Supplies - 211 Title I, Part A - \$500</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.






School Processes & Programs

Problem Statement 1: Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment. **Root Cause:** Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

Overall Math 100% 2023 Percentage

Strategy 1 Details	Reviews			
Strategy 1: The teacher will create math centers focusing on Number and operations, geometry and spatial awareness, measurement, classification and patterning and data collection and analysis. Strategy's Expected Result/Impact: Students will explore and become comfortable with mathematical concepts. Staff Responsible for Monitoring: Principal Assistant Principal PK Teachers and Paraprofessionals Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 75%

Strategy 1 Details		Reviews			
Strategy 1: Teachers and interventionists will use the Boost lessons from Amplify to improve student performance on mCLASS. Strategy's Expected Result/Impact: By December 2023 30% of students in K-2 will score "On/Above Grade Level" on mCLASS. By February 2024 50% of students in K-2 will score "On/Above Grade Level" on mCLASS. By May 2024 75% of students in K-2 will score "On/Above Grade Level" on mCLASS. Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Interventionists Literacy Coach Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English. Root Cause: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.






Student Learning

Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 50%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Teachers will use MAP reading results to identify learning needs and plan for growth. Teachers and interventionist will be able to deliver effective instruction via small group.</p> <p>Strategy's Expected Result/Impact: By September 2023 (BOY), initial MAP Reading exam will be administered.</p> <p>By February 2023 (MOY), 50% of students in grades 3-5 will meet or exceed their growth expectations on MAP reading.</p> <p>By May 2023 (EOY), 70% of students in grades 3-5 will meet their growth expectations on MAP reading.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Student Support Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English. Root Cause: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.</p>

Student Learning

Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.






School Processes & Programs

Problem Statement 1: Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment. **Root Cause:** Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 52%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will use MAP math results to identify learning needs and plan for growth. Teachers will be able to deliver effective instruction via small group. Strategy's Expected Result/Impact: By September 2023 (BOY), initial MAP Math exam will be administered. By February 2023 (MOY), 50% of students in grades 3-5 will meet or exceed their growth expectations on MAP math. By May 2023 (EOY), 70% of students in grades 3-5 will meet their growth expectations on MAP math. Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Student Support Specialist Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English. Root Cause: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.
Student Learning
Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 93.0%






Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The attendance clerk will pull daily attendance and share with the at-risk counselor.</p> <p>Strategy's Expected Result/Impact: By October 2023, the YOY ADA will increase by .05%</p> <p>By January 2024, the YOY ADA will increase by 1%</p> <p>By April 2024, the YOY ADA will increase by 1.5%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal At-Risk Counselor Registrar Attendance Clerk Attendance Committee</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Rewards for Students - 211 Title I, Part A - \$200</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 9 Problem Statements:

Student Learning
<p>Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.</p> <p>Problem Statement 2: 75% of 5th grade students did not meet the minimum standard on the Science STAAR. Root Cause: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.</p> <p>Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.</p>

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.






Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Link ES will have a Campus Academic Specialist to ensure appropriate implementation of the curriculum. Strategy's Expected Result/Impact: By October 2023 50% of teachers will be implementing the curriculum with 100% fidelity. By December 2023 70% of teachers will be implementing the curriculum with 100% fidelity. By February 2024 100% of teachers will be implementing the curriculum with 100% fidelity. Staff Responsible for Monitoring: Campus Academic Specialist Principal Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3 Funding Sources: Position - Campus Academic Specialist - 211 Title I, Part A - \$88,000				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.
Problem Statement 2: 75% of 5th grade students did not meet the minimum standard on the Science STAAR. Root Cause: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.
Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.


Strategy 1 Details	Reviews			
Strategy 1: Link ES will have a Campus Academic Specialist to ensure appropriate implementation of the curriculum. Strategy's Expected Result/Impact: By October 2023 50% of teachers will be implementing the curriculum with 100% fidelity. By December 2023 70% of teachers will be implementing the curriculum with 100% fidelity. By February 2024 100% of teachers will be implementing the curriculum with 100% fidelity. Staff Responsible for Monitoring: Campus Academic Specialist Principal Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.</p> <p>Problem Statement 2: 75% of 5th grade students did not meet the minimum standard on the Science STAAR. Root Cause: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.</p> <p>Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.</p>

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

Strategy 1 Details	Reviews			
Strategy 1: All upcoming events will be advertised in the following way: - It will be placed on the marquee 3 to 4 weeks prior to the event. - Put in Dojo by the at-risk counselor the day of the event. - Put in S'mores (prominent spot) 3 to 4 weeks prior to the event. - A Blackboard call out will be sent the week of the event. Strategy's Expected Result/Impact: Increased parent participation by 50% by December 2023. Staff Responsible for Monitoring: At-Risk Counselor Principal Assistant Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: General Supplies - 211 Title I, Part A - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				

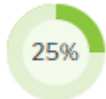





Strategy 2 Details		Reviews			
Strategy 2: The campus will have several events to engage parents for the 23-24 school year. - Family Picnic (Fall and Spring) - Trunk or Treat - Spring Carnival Strategy's Expected Result/Impact: We will have a 150 parents at each event listed. Staff Responsible for Monitoring: PEL Counselor Principal Assistant Principal Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: General Supplies - 211 Title I, Part A - \$500		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment. Root Cause: Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.


Strategy 1 Details	Reviews			
Strategy 1: 100% implementation of Quaver the emotional curriculum and its components with fidelity in order meet the social and emotional needs of each individual student. Strategy's Expected Result/Impact: Measured by walk-through, weekly and monthly. Staff Responsible for Monitoring: Counselor Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: General Supplies - 211 Title I, Part A - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
Strategy 2 Details	Reviews			
Strategy 2: Counselors will conduct lessons as needed for student groups or grades levels. Strategy's Expected Result/Impact: Students will have additional tools to problem solve or deescalate various situations. By December 2023 referrals will be reduced by 30% By March 2024 referrals will be reduced by 60% Staff Responsible for Monitoring: Counselors Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: General Supplies - 211 Title I, Part A - \$100	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment. Root Cause: Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
<p>Strategy 1: The At-Risk counselor/PEL will work with the community to conduct these outreach efforts. Link does not have any apartment complexes nor does the neighborhood have a club house, all outreach will happen on campus.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in campus activities.</p> <p>Hispanic Heritage Program Christmas Around the World Black History Program Spring Showcase</p> <p>Staff Responsible for Monitoring: At-Risk Counselor Principal Assistant Principal Fine Arts Team</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Students in grades PK - 5 will participate in grade level appropriate field trips during the first semester. Strategy's Expected Result/Impact: Field trips enrich and expand the curriculum, strengthen observation skills by immersing children into sensory activities, increase children's knowledge in a particular subject area and expand children's awareness of their own community. Staff Responsible for Monitoring: Principal Assistant Principal Team Leaders Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3 Funding Sources: Field Trips - 211 Title I, Part A - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students in grade 5 will participate in Junior Achievement's experiential-based elementary Capstone Program (JA Biz-Town). Strategy's Expected Result/Impact: Following participation in the JA BizTown experience, students will be able to:	Formative			Summative
	Oct	Jan	Mar	June

<ul style="list-style-type: none"> - Discuss the roles they, as citizens, play in their community as workers and consumers and related these personal roles to free enterprise system. - Discuss the importance of citizen rights and responsibilities in a community. - Demonstrate a basic understanding of the free enterprise system. - Understand the importance of nonprofit organizations in our communities. - Build money management skills through ta practical knowledge of economic concepts and baking practices. - Develop an understanding of basic business practices and responsibilities. - Display the soft skills necessary for successful participation in the world of work. <p>Staff Responsible for Monitoring: Fifth grade team leader Field Trip Coordinator Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p> <p>Funding Sources: Field Trip - 211 Title I, Part A - \$2,000</p>	N/A			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: Our English Language Learner struggle with transitioning from Spanish to English. Root Cause: Traditionally our teachers have lacked clarity, from the district, around the specifics of how and when to transition students to English.
Student Learning
Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.
Problem Statement 2: 75% of 5th grade students did not meet the minimum standard on the Science STAAR. Root Cause: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.
Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.

School Processes & Programs

Problem Statement 1: Student removals (time outs, in-school suspension, and out of school suspension) interfere with the learning process for students who demonstrate disruptive pattern behaviors in the academic environment. **Root Cause:** Replacement behavior are not taught to students who demonstrate a pattern of disruptive behaviors.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.






Strategy 1 Details		Reviews			
Strategy 1: Campus academic specialist and coaches will check in with teachers regarding their passports 4 times per year. Strategy's Expected Result/Impact: By December teachers will be 50% complete with their passport. By March teachers will be 100% complete with their passport. Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Academic Coaches Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.
Problem Statement 2: 75% of 5th grade students did not meet the minimum standard on the Science STAAR. Root Cause: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.
Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details		Reviews			
Strategy 1: The principal, assistant principal and the campus academic specialist will attend training or recertify on the T-TESS observation tool. Strategy's Expected Result/Impact: By September 2023 the principal, assistant principal and campus academic specialist will have completed all requirements for being T-TESS certified. Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 42% of students in grades 3-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Teacher vacancies in grades 4 and 5. We had both monolingual and bilingual vacancies.
Problem Statement 2: 75% of 5th grade students did not meet the minimum standard on the Science STAAR. Root Cause: We had a science teacher vacancy in 5th grade on the monolingual side and our bilingual teacher had a 4th/5th grade split for math and science.
Problem Statement 3: 33% of students in grades 3-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.