Spring Independent School District
Link Elementary
2022-2023 Campus Improvement Plan
Accountability Rating: B

Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022
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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Demographics

Demographics Summary
Link Elementary is a 40 year old campus, built in 1982. Spring ISD serves over 35,000 Pre-kindergarten through twelfth grade students in a growing district located 20 miles north of downtown Houston in an urban area of Harris County. 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 Camden Park subdivision as well. This improvement plan will concentrate in the 2022-2023 school year by using demographic information from May 2022. Link Elementary has a student population of 548 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 11.8% mobility rate which is lower than the district average. For the 2021-2022 school year the attendance rate for Link ES was 95.4% Link Elementary has an established Parent Teacher Association which was formed during the 2015-2016 school year. Parents are integral part of the campus and have positively contributed to the needs of our students and teachers over the last six years. Link Elementary student demographic breakdown is as follows: Hispanic 75%, AA 21%, American Indian 2%, White 2%, and Asian .003%. Approximately 93% of our students are identified as economically disadvantaged, 49% of our students are English Language Learners and 12% 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 benefits from a diverse population with students in each subgroup: Hispanic, African American, Asian, and White. Additionally our Low mobility rate is a strength.
Link Elementary employs a diverse instructional staff to address the needs of our community. We have good teacher retention with 81% of our teachers returning for the 2022-2023 school year. We have had the same business partner for the past 5 years, Chic-Fil-A.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our growing English Language Learner and At-Risk Student population require additional resources and interventions. **Root Cause:** Teachers lack understanding of SIOP strategies to support ELL’s with language acquisition. Additionally instructional staff lack understanding of Habits of Discussion Structures that can be used to support their delivery of rigorous/relevant instruction to meet the varied needs of our At-Risk population.
Student Learning

Student Learning Summary

Our 2021-2022 data reflects the effects of the pandemic on our campus and the result of not being fully staffed with teachers.

Grades 3-5 READING STAAR

- The percentage of students meeting the "approaches" level on the reading STAAR in grades 3-5 was 55%.
- The percentage of students meeting the "meets" level on the reading STAAR in grades 3-5 was 27%
- The percentage of students meeting the "masters" level on the reading STAAR in grades 3-5 was 12%

Grades 3-5 MATH STAAR

- The percentage of students meeting the "approaches" level on the math STAAR in grades 3-5 was 57%
- The percentage of students meeting the "meets" level on the math STAAR in grades 3-5 was 28%
- The percentage of students meeting the "masters" level on the math STAAR in grades 3-5 was 13%

Grades 5 Science STAAR

- The percentage of students meeting the "approaches" level on the science STAAR in grades 5 was 37%
- The percentage of students meeting the "meets" level on the science STAAR in grades 5 was 14%
- The percentage of students meeting the "masters" level on the science STAAR in grades 5 was 4%

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

- 35% of Kindergarten students score on or above grade level.
- 35% of 1st graders scored on or above grade level.
- 33% of 2nd graders scored on or above grade level.
- 82% of 3rd graders scored on or above grade level.
- 54% of 4th graders scored on or above grade level.
- 58% 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

Our students in the primary grades are scoring well on their exams. 80% of our kindergarten students scored on or above grade level on the TPRI/Tejas Lee. 81% of the students in
second grade scored on or above grade level on TPRI/Tejas Lee. 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. Root Cause: Learning a new curriculum and teacher vacancies in grades 4 and 5.

Problem Statement 2 (Prioritized): 52% 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 a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.

Problem Statement 3 (Prioritized): 52% of students in grades 4-5 did not meet the minimum standard on the Math STAAR. Root Cause: We had a math vacancies in grades 4 and 5.

Problem Statement 4 (Prioritized): Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. Root Cause: Teachers may not be sending home weekly graded work.
School Processes & Programs

School Processes & Programs Summary

The 2022-2023 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
- Digital Literacy Coach
- ESSER Teacher - Math and Science
- School Counselor
- At-Risk Counselor
- ELL Coordinator
- Student Support Specialist

During 2022-2023 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
- Campus-wide Intervention Block
- Curriculum/Content Staff and Parent development

Discipline Data

- Monthly Trends by Grade Level
- Reduction of eSchool Discipline Referrals for African American and SpEd Students
- Campus Risk Ration Report
School Processes & Programs Strengths

- Established Parent Teacher Association (PTA)
- Campus-wide Intervention Block
- Implementation of PLC scope and sequence calendar (Learning, Planning, Instructional Delivery, and Data Analysis)
- Campus-wide RTI processes
- Curriculum/Content Staff and Parent development

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:** coordinated system of student support and responsive intervention is not in place to systematically address and correct the behaviors for select students.

**Problem Statement 2 (Prioritized):** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.
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 2021-2022 Employee Engagement and School Quality Survey data staff members and parents responded favorably to the following statements:

Parents and Campus-based Staff Responded

- Families are encouraged to attend school-sponsored activities, such as Open House and Parent Meetings - 83%.
- 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%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. Root Cause: Teachers may not be sending home weekly graded work.
Priority Problem Statements

Problem Statement 1: Our growing English Language Learner and At-Risk Student population require additional resources and interventions.

Root Cause 1: Teachers lack understanding of SIOP strategies to support ELL's with language acquisition. Additionally instructional staff lack understanding of Habits of Discussion Structures that can be used to support their delivery of rigorous/relevant instruction to meet the varied needs of our At-Risk population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR.

Root Cause 2: Learning a new curriculum and teacher vacancies in grades 4 and 5.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work.

Root Cause 6: Teachers may not be sending home weekly graded work.

Problem Statement 6 Areas: Student Learning - School Processes & Programs - Perceptions

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: Coordinated system of student support and responsive intervention is not in place to systematically address and correct the behaviors for select students.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: 52% 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 a teacher out on maternity leave on the bilingual side. In addition, we learned a new curriculum.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 52% of students in grades 4-5 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
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
- Student Success Initiative (SSI) data for Grades 3-5 (TEA approved statewide license)
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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 2023, 80% of students will reach at least Approaches and at least 50% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>80%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>80%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>80%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>Grades 3-5</td>
<td>80%</td>
<td>50%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR
MAP
Benchmarks
BOY and MOY Assessments
Campus Assessments
**Strategy 1 Details**

**Strategy 1:** Develop and implement PLC calendar for the 2022-2023 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.

**Strategy's Expected Result/Impact:** Springway PLC framework will be implemented with fidelity throughout the school year.

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.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Campus Academic Specialist
DLC
Math Coach

**Problem Statements:** Student Learning 1, 2, 3

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<td>Oct</td>
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| Campus #101919110 | September 15, 2022 12:12 PM | Link Elementary | Generated by Plan4Learning.com | 15 of 42 |
Strategy 2: Students in grades 1-5 will use Habits of Discussion to guide their analysis of various text. All exit tickets will be vetted and approved by the Digital Learning Coach-Literacy, Campus Academic Specialist, Math Coach and campus administration. Additionally, students in grades 1-5 will participate in Education Galaxy/ST Math for targeted intervention. Students who require "just in time instruction" will be addressed in small group.

**Strategy's Expected Result/Impact:** Increased academic discussion in the classroom environment.

By October 2022, 40% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative, and benchmark assessments.

By January 2023, 65% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative, and benchmark assessments.

By April 2023, 80% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative, and benchmark assessments.

The Impact:
Students in grades 2-5 will be provided with additional opportunities to engage in academic discussions with teachers and peers to develop the analytic and critical thinking skills necessary for meets and maters level performance on STAAR.

**Staff Responsible for Monitoring:** Principal
Asst. Principal
Academic Specialist
DLC - Literacy
Math Coach

**Problem Statements:** Student Learning 1, 2, 3
**Strategy 3 Details**

**Strategy 3:** Instructional leadership team will attend Lead4ward trainings on how to improve instruction using Lead4ward materials.

**Strategy's Expected Result/Impact:** By October 2022, 60% of content teachers will be able to use Lead4ward documents independently and implement the learning to improve instruction.

By November 2022, 100% of content teachers will be able to use Lead4ward documents independently and implement the learning to improve instruction.

**Staff Responsible for Monitoring:** DLC- Literacy
Math Coach

**TEA Priorities:**
Improve low-performing schools

**- ESF Levers:**
Lever 1: Strong School Leadership and Planning

**Problem Statements:** Student Learning 1, 2, 3

**Funding Sources:** Professional Development - 211 Title I, Part A - $1,000

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**Strategy 4 Details**

**Strategy 4:** MyOn will be implemented in first through fifth grades. Students will be required to read the books and take the quizzes to earn points.

**Strategy's Expected Result/Impact:** By October 2022, 40% of students in grades 1 - 5 will be participating in Accelerated Reader.

By December 2022, 50% of students in grades 1 - 5 will be participating in Accelerated Reader.

By February 2023, 70% of students in grades 1 - 5 will be participating in Accelerated Reader.

By April 2023, 80% of students in grades 1 - 5 will be participating in Accelerated Reader.

By May 2023, 95% of students in grades 1 - 5 will be participating in Accelerated Reader.

**Staff Responsible for Monitoring:** Principal
Asst. Principal
Digital Learning Coach - Literacy
Media Specialist

**Problem Statements:** Student Learning 1, 2, 3
**Strategy 5 Details**

**Strategic Details**: Students will participate in after-school tutorials and Saturday school tutorials for students in grades 3-5.

**Strategy's Expected Result/Impact**: By April 70% of students in grades 3-5 will be performing at Approaches.

By May 75% of students in grades 3-5 will be performing at Approaches.

**Staff Responsible for Monitoring**: Principal
- Asst. Principal
- Digital Learning Coach - Literacy
- Math Coach
- Campus Academic Specialist

**Problem Statements**: Student Learning 1, 2, 3

**Funding Sources**: Tutorial Pay and Materials - 211 Title I, Part A - $10,000

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
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**Student Learning**

**Problem Statement 1**: 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. **Root Cause**: Learning a new curriculum and teacher vacancies in grades 4 and 5.

**Problem Statement 2**: 52% 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 a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.

**Problem Statement 3**: 52% of students in grades 4-5 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 2:** By June 2023, 80% of students will reach at least Approaches and at least 50% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 3    Approaches- 80%, Meets- 50%, Masters- 20%
Grade 4    Approaches- 80%, Meets- 50%, Masters- 25%
Grade 5    Approaches- 80%, Meets- 50%, Masters- 15%
Grades 3-5 Approaches- 80%, Meets- 50%, Masters- 30%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

**High Priority**

**Evaluation Data Sources:** STAAR
MAP
Benchmarks
BOY and MOY Assessments
Campus Based Assessments

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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers will routinely receive warm and cool feedback on lesson delivery.</td>
<td>Oct</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal Campus Academic Specialist Digital Learning Coach - Literacy</td>
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<tr>
<td><strong>TEA Priorities:</strong> Build a foundation of reading and math</td>
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<td>- <strong>ESF Levers:</strong> Lever 5: Effective Instruction</td>
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<th>100% Accomplished</th>
<th>Continue/Modify</th>
<th>x Discontinue</th>
</tr>
</thead>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2023, 80% of 5th grade students will reach at least Approaches and at least 60% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 5  
Approaches- 90%, Meets- 60%, Masters- 30%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

**High Priority**

**Evaluation Data Sources:** STAAR  
Stemscopes  
BOY and Moy Assessments  
Benchmarks

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</tr>
</thead>
</table>
| **Strategy 1:** Science Lead will ensure students in grades 2-5 will work in Stemscopes to target areas of deficiency and reinforce Tier 1 instruction in Science. At minimum students will work in Science Stemscopes on a weekly basis.  
**Strategy's Expected Result/Impact:** By December 2022, 50% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.  
By February 2022, 65% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.  
By May 2023, 90% of students will perform at their projected level (app, meets, masters) of mastery on exit tickets, formative and benchmark assessments.  
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Specialist  
Science Lead  
**Problem Statements:** Student Learning 1, 2, 3 | Formative | Summative |
| Oct | Dec | Mar | June |
**Strategy 2 Details**

**Strategy 2:** Teachers with GT students must be strategic in their planning. Teachers will develop deep activities with high-ability students in mind. What teachers are doing differently for their GT students must be noted on their lesson plan and will be discussed in PLC.

**Strategy's Expected Result/Impact:** Teachers will be more intentional with their planning of activities for their GT students.

The Impact:

By December 2022, 10% of students will perform at the masters level of mastery on exit tickets, formative and benchmark assessments.

By February 2022, 30% of students will perform at the masters level of mastery on exit tickets, formative and benchmark assessments.

By May 2023, 40% of students will perform at the masters level of mastery on exit tickets, formative and benchmark assessments.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Campus Academic Specialist
Science Lead

**Problem Statements:** Student Learning 1, 2, 3

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**Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 1:** 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Learning a new curriculum and teacher vacancies in grades 4 and 5.

**Problem Statement 2:** 52% 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 a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.

**Problem Statement 3:** 52% of students in grades 4-5 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 4: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Phonological Awareness 95% On Track
Letter Sound Correspondence 95% On Track
Early Writing 95% On Track

High Priority
HB3 Goal

Evaluation Data Sources: CIRCLE
CIRCLE Intervention

Strategy 1 Details
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.) Teachers will attend Region 4 Emergent Literacy professional development.

Strategy’s Expected Result/Impact: By December 2022, 55% of PK students will be On Target on CLI Engage/CIRCLE.

By February 2023, 75% of PK students will be On Target on CLI Engage/CIRCLE.

By May 2023, 95% of PK students will be On Target on CLI Engage/CIRCLE.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Academic Specialist

Problem Statements: Student Learning 1, 2, 3

Performance Objective 4 Problem Statements:
Student Learning

**Problem Statement 1**: 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. **Root Cause**: Learning a new curriculum and teacher vacancies in grades 4 and 5.

**Problem Statement 2**: 52% 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 a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.

**Problem Statement 3**: 52% of students in grades 4-5 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 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math 95% On Track

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE
CIRCLE Intervention

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Teachers will create math centers focusing Number and operations, geometry and spatial awareness, measurement, classification and patterning and data collection and analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Students will become explore and become comfortable with mathematical concepts.</td>
<td></td>
</tr>
<tr>
<td>By December 2022, 55% of PK students will be On Target on CLI Engage/CIRCLE.</td>
<td></td>
</tr>
<tr>
<td>By February 2023, 75% of PK students will be On Target on CLI Engage/CIRCLE.</td>
<td></td>
</tr>
<tr>
<td>By May 2023, 95% of PK students will be On Target on CLI Engage/CIRCLE.</td>
<td>Formative</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: Principal</td>
<td>Oct</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td></td>
</tr>
<tr>
<td>Academic Specialist</td>
<td></td>
</tr>
<tr>
<td>PK Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Learning 1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

Performance Objective 5 Problem Statements:

**Problem Statement 1**: 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. **Root Cause**: Learning a new curriculum and teacher vacancies in grades 4 and 5.
## Student Learning

**Problem Statement 2:** 52% 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 a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.

**Problem Statement 3:** 52% of students in grades 4-5 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 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 3 68% On/Above (2022) to 80% On/Above (2023)
Grade 4 57% On/Above (2022) to 80% On/Above (2023)
Grade 5 52% On/Above (2022) to 80% On/Above (2023)

Evaluation Data Sources: MAP BOY
MAP MOY

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will use MAP reading results to identify learning needs and plan for growth. Teachers will be able to deliver effective instruction via small group.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By September 2022 (BOY), initial MAP Reading exam.</td>
<td></td>
</tr>
<tr>
<td>By February 2023 (MOY), 50% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.</td>
<td></td>
</tr>
<tr>
<td>By May 2023 (EOY), 70% of 3rd-5th grade students will exceed their growth expectations on MAP Reading</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal Campus Academic Specialist Student Support Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

Performance Objective 6 Problem Statements:

Student Learning

**Problem Statement 1:** 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Learning a new curriculum and teacher vacancies in grades 4 and 5.

**Problem Statement 2:** 52% 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 a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.

**Problem Statement 3:** 52% of students in grades 4-5 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 7: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade KG 50% On/Above (2022) to 80% On/Above (2023)
Grade 01 58% On/Above (2022) to 80% On/Above (2023)
Grade 02 45% On/Above (2022) to 80% On/Above (2023)
Grade 03 68% On/Above (2022) to 80% On/Above (2023)
Grade 04 48% On/Above (2022) to 80% On/Above (2023)
Grade 05 58% On/Above (2022) to 80% On/Above (2023)

High Priority

Evaluation Data Sources: MAP BOY
MAP MOY

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By September 2022 (BOY), initial MAP Math exam.</td>
<td>Oct</td>
</tr>
<tr>
<td>By February 2023 (MOY), 55% of KG-5th grade students will exceed their growth expectations on MAP Math.</td>
<td></td>
</tr>
<tr>
<td>By May 2023 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math.</td>
<td></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Principal
Assistant Principal
Campus Academic Specialist
Student Support Specialist | | | |
| **Problem Statements:** Student Learning 1, 2, 3 | | | |

Performance Objective 7 Problem Statements:

**Problem Statement 1:** 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Learning a new curriculum and teacher vacancies in grades 4 and 5.
<table>
<thead>
<tr>
<th>Problem Statement 2</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>52% of 5th grade students did not meet the minimum standard on the Science STAAR.</td>
<td>We had a science teacher vacancy in 5th grade on the monolingual side and a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Statement 3</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>52% of students in grades 4-5 did not meet the minimum standard on the Math STAAR.</td>
<td>We had a math vacancies in grades 4 and 5.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2023 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

- **High Priority**
- **HB3 Goal**
- **Evaluation Data Sources:** mCLASS

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will use mCLASS reading results to identify learning needs and plan for growth. Teachers will be able to deliver effective instruction via small group.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By September 2022 (BOY), initial mCLASS assessment will be administered.</td>
<td>Oct</td>
</tr>
<tr>
<td>By February 2023 (MOY), 55% of KG-2nd grade students will be &quot;on grade level&quot; as measured by mCLASS (may be adjusted following review of baseline data).</td>
<td></td>
</tr>
<tr>
<td>By May 2023 (EOY), 65% of KG-2nd grade students will be &quot;on grade level&quot; as measured by mCLASS (may be adjusted following review of baseline data).</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Formative</td>
</tr>
<tr>
<td>Campus Academic Specialist</td>
<td>Oct</td>
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<tr>
<td>Student Support Specialist</td>
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</table>

**Problem Statements:** Student Learning 1, 2, 3

<table>
<thead>
<tr>
<th>Performance Objective 8 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. <strong>Root Cause:</strong> Learning a new curriculum and teacher vacancies in grades 4 and 5.</td>
</tr>
<tr>
<td><strong>Problem Statement 2:</strong> 52% of 5th grade students did not meet the minimum standard on the Science STAAR. <strong>Root Cause:</strong> We had a science teacher vacancy in 5th grade on the monolingual side and a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.</td>
</tr>
<tr>
<td><strong>Problem Statement 3:</strong> 52% of students in grades 4-5 did not meet the minimum standard on the Math STAAR. <strong>Root Cause:</strong> We had a math vacancies in grades 4 and 5.</td>
</tr>
</tbody>
</table>

No Progress 0% Accomplished 100% Continue/Modify Continue/Modify Discontinue
**Goal 1:** STUDENT OUTCOMES—Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2023, the campus attendance rate will improve to a minimum of 95%.

2019 rate: 95.4%  
2020 rate 97.5%  
2021 rate 94.5%  
2022 rate 92.5%

Source: District - Year Over Year Attendance % by School (Decision Ed)

**Evaluation Data Sources:** Monthly attendance reports.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** The attendance clerk will pull daily attendance and share with all teachers. | **Strategy's Expected Result/Impact:** By October 2022, the YOY ADA will increase .05%.

By January 2023, the YOY ADA will increase 1%.

By April 2023, the YOY ADA attendance will increase 1.5%

**Staff Responsible for Monitoring:** Principal
  Assistant Principal
  Counselor
  At Risk Counselor
  Registrar
  Attendance Clerk & Attendance Committee

**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2 - Perceptions 1

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
<td>Mar</td>
</tr>
</tbody>
</table>

Performance Objective 9 Problem Statements:

**Demographics**

**Problem Statement 1:** Our growing English Language Learner and At-Risk Student population require additional resources and interventions. **Root Cause:** Teachers lack understanding of SIOP strategies to support ELL's with language acquisition. Additionally instructional staff lack understanding of Habits of Discussion Structures that can be used to support their delivery of rigorous/relevant instruction to meet the varied needs of our At-Risk population.

**Student Learning**

**Problem Statement 1:** 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. **Root Cause:** Learning a new curriculum and teacher vacancies in grades 4 and 5.

**Problem Statement 2:** 52% 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 a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.
## Student Learning

**Problem Statement 3:** 52% of students in grades 4-5 did not meet the minimum standard on the Math STAAR. **Root Cause:** We had a math vacancies in grades 4 and 5.

**Problem Statement 4:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.

## 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:** coordinated system of student support and responsive intervention is not in place to systematically address and correct the behaviors for select students.

**Problem Statement 2:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.

## Perceptions

**Problem Statement 1:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.
**Goal 2:** EQUITY - Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2023, achievement gaps between student groups will be decreased.

**HB3 Goal**

**Evaluation Data Sources:** STAAR

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** Link ES will have an intervention/acceleration block each day to meet the needs of the students. | **Strategic's Expected Result/Impact:** Increased student achievement.  
Students will receive just in time intervention to clarify any misconceptions.  
**Staff Responsible for Monitoring:** Teachers  
Coaches  
Assistant Principal  
Principal  
**Problem Statements:** Student Learning 1, 2, 3 |
| **Formative** | **Summative** |
| Oct | Dec | Mar | June |

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 2:** Students in grade 5 will participate in Junior Achievement's experiential-based elementary Capstone Program (JA BizTown).  
**Strategy's Expected Result/Impact:** Following participation in the JA BizTown experience, students will be able to:  
Discuss the roles they, as citizens, play in their community as workers and consumers and relate these personal roles to the 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 a practical knowledge of economic concepts and banking practices.  
Develop an understanding of basic business practices and responsibilities.  
Display the soft skills necessary for successful participation in the world of work.  
**Staff Responsible for Monitoring:** Fifth Grade Team Leader  
Field Trip Coordinator  
Principal  
**Problem Statements:** Student Learning 1, 3 |
| **Formative** | **Summative** |
| Oct | Dec | Mar | June |

- **0%** No Progress  
- **100%** Accomplished  
- **→** Continue/Modify  
- **×** Discontinue
## Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: 51% of students in grades 4-5 did not meet the minimum standard on the Reading STAAR. <strong>Root Cause</strong>: Learning a new curriculum and teacher vacancies in grades 4 and 5.</td>
</tr>
<tr>
<td><strong>Problem Statement 2</strong>: 52% of 5th grade students did not meet the minimum standard on the Science STAAR. <strong>Root Cause</strong>: We had a science teacher vacancy in 5th grade on the monolingual side and a teacher out on maternity leave on the bilingual side. In addition to learning a new curriculum.</td>
</tr>
<tr>
<td><strong>Problem Statement 3</strong>: 52% of students in grades 4-5 did not meet the minimum standard on the Math STAAR. <strong>Root Cause</strong>: We had a math vacancies in grades 4 and 5.</td>
</tr>
</tbody>
</table>
**Goal 3:** ENGAGEMENT-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

**Evaluation Data Sources:** Parent Survey

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The school Counselor and the At-Risk Counselor will organize meetings (Coffee with the Counselors), each nine-weeks, with parents focusing on various topics.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By September 2022, Welcome back event will be held. Information about upcoming events will be shared and volunteer opportunities will be communicated. Parents will have a better understanding of how to access their child's class assignments, grades and attendance online. Parents will be able to ask questions and have any concerns addressed.</td>
<td>Oct</td>
</tr>
<tr>
<td>By October/November 2022, parents will learn about GT testing and how to seek community services. Parents will be able to ask questions and have any concerns addressed. Information about upcoming events will be shared and volunteer opportunities will be communicated.</td>
<td></td>
</tr>
<tr>
<td>By January/February 2023, parents will learn more about upcoming high stakes testing and the implications it has on their children. Information about upcoming events will be shared and volunteer opportunities will be communicated.</td>
<td></td>
</tr>
<tr>
<td>By March/April, parents will learn more about upcoming EOY school events and how they can volunteer.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Counselor At Risk Counselor Parent Engagement Liaison</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 4 - School Processes &amp; Programs 2 - Perceptions 1</td>
<td></td>
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</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Counselors will make available Parent Institute literature to parents.

**Strategy's Expected Result/Impact:** Parents will use these pamphlets to understand how to talk to their children about:
- Anxiety
- Study Skills
- Routines
- Online Safety
- Responsibility
- Getting Along with Others
- Goal Setting for Students
- Critical Thinking

**Staff Responsible for Monitoring:** Counselor
At-Risk Counselor

**TEA Priorities:**
Improve low-performing schools

**Problem Statements:**
Student Learning 4 - School Processes & Programs 2 - Perceptions 1

**Funding Sources:** Pamphlets - 211 Title I, Part A - $2,000

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
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</tbody>
</table>

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 4:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.

#### School Processes & Programs

**Problem Statement 2:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.

#### Perceptions

**Problem Statement 1:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.
Goal 4: WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

HB3 Goal

Evaluation Data Sources: Counselor Referrals
Monthly Disciple Referrals
Monthly Attendance

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong></td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td>All staff members will be trained on how to correct inappropriate behavior or actions of scholars by utilizing the six rules of Positive Framing (TLAC Technique).</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong></td>
<td>Oct</td>
</tr>
<tr>
<td>By the end of the year, 100% of teachers (ALL) will increase to 90% proficient or higher utilizing the Positive Framing technique as measured by the Campus Student Culture Rubric.</td>
<td></td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
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<tr>
<td>Asst. Principal</td>
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<tr>
<td>PEL</td>
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<tr>
<td>Teachers</td>
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<td>Coaches</td>
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<td>- ESF Levers:</td>
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<tr>
<td>Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</td>
<td></td>
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<tr>
<td><strong>Problem Statements:</strong></td>
<td></td>
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<tr>
<td>Student Learning 4 - School Processes &amp; Programs 2 - Perceptions 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong></td>
<td></td>
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<tr>
<td>Training Materials - 211 Title I, Part A - $1,000</td>
<td></td>
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</tbody>
</table>

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

**Student Learning**

**Problem Statement 4:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.

**School Processes & Programs**

**Problem Statement 2:** Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. **Root Cause:** Teachers may not be sending home weekly graded work.
<table>
<thead>
<tr>
<th>Perceptions</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Only 27% of Link ES parents feel teacher give timely and helpful feedback about student work. <strong>Root Cause:</strong> Teachers may not be sending home weekly graded work.</td>
</tr>
</tbody>
</table>
Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management, homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

Evaluation Data Sources: Community Survey

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Parent Involvement Liaison will reach out to the community at large and include them when we have our campus activities.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Increased community participation. Re-engage parents who may have put their children in private school.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> PEL/At-Risk Counselor Counselor</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td></td>
<td>October</td>
</tr>
<tr>
<td><img src="circle" alt="No Progress" /></td>
<td><img src="circle" alt="Accomplished" /></td>
</tr>
</tbody>
</table>

No Progress Accomplished Continue/Modify Discontinue
**Goal 6:** LEADERSHIP-Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

**Evaluation Data Sources:** Passport is complete.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Campus will do check-ins with teachers to monitor passport progress.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By September 20% of the Passport will be complete.</td>
<td>Oct</td>
</tr>
<tr>
<td>By December 60% of the Passport will be complete.</td>
<td>Mar</td>
</tr>
<tr>
<td>By March 100% of the Passport will be complete.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Coaches (Literacy and Math)</td>
<td></td>
</tr>
<tr>
<td>Campus Academic Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td><strong>- ESF Levers:</strong> Lever 5: Effective Instruction</td>
<td></td>
</tr>
</tbody>
</table>

0% No Progress  60% Accomplished  Continue/Modify  X Discontinue
Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only
## 2022-2023 Campus Advisory Council

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Allison Kiker</td>
<td>PK Teacher</td>
</tr>
<tr>
<td>Administrator</td>
<td>Tangy Stith</td>
<td>Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>Floralba Reyna</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Passion Davis</td>
<td>Campus Academic Specialist</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Mary Caliebe</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Lisa Erving</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Parent</td>
<td>LaKristen Benton</td>
<td>Parent</td>
</tr>
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</table>
## 211 Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Professional Development</td>
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<tr>
<td>1</td>
<td>1</td>
<td>5</td>
<td>Tutorial Pay and Materials</td>
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<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Pamphlets</td>
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<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>Training Materials</td>
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<td>$1,000.00</td>
</tr>
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</table>

Sub-Total $14,000.00

Budgeted Fund Source Amount $202,000.00

+/- Difference $188,000.00

Grand Total Budgeted $202,000.00

Grand Total Spent $14,000.00

+/- Difference $188,000.00