

Wichita Falls Independent School District
Scotland Park Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Mission: The mission of Scotland Park Elementary is to provide all students the opportunity to perform to their full potential so that they may become life-long learners who are productive, responsible, and participating members of society.

Vision

Vision: We at Scotland Park Elementary believe in doing everything possible to ensure student success and well-being. In addition to providing a safe and secure environment, we are committed to building relationships, providing quality teaching, and maintaining high expectations for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Scotland Park Elementary is a diverse school community. The ethnic distribution is as follows: 16.6% African American, 55.9% Hispanic and 21.1% White. The ethnicity breakdown of teachers is as follows: 5.4% African American, 21.7% Hispanic, 72.9% white and 0% two or more races. The economically disadvantaged rate of students is 85%. 15% of students are served with special education services and 25% of students are English Language Learners. The mobility rate is high at 15.4%. Parent involvement has improved. Community involvement has been lower due to Covid 19. We have many PIE partners that help us meet the needs of students at home and at school. The attendance rate is 93%.

Demographics Strengths

Scotland Park serves a diverse population of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Scotland Park's key stakeholders (staff and parents) have different priorities, which leads to a struggle when educating our students. **Root Cause:** Families are struggling to provide needs to their families often leaving staff as their only means of education.

Problem Statement 2: Scotland Park has an economically disadvantage population of 85%. We also have an ELL population of 25%. With these demographics our students struggle with opportunities. **Root Cause:** Scotland Park students come from low income houses/families which lead to less educational opportunities.

Problem Statement 3: Most Scotland Park parents do not have advanced education or have very little education due to their own disabilities and hardships. **Root Cause:** Most of our families are low economic and have little to no education.

Problem Statement 4 (Prioritized): With a small increase in attendance to 93% our attendance is still lower than the state average. **Root Cause:** The main issue for attendance struggles stem from Covid-19 quarantines and illnesses.

Student Learning

Student Learning Summary

Our Scotland Park students have come in at all levels, however, most are below level and lack basic foundational skills to be successful. The students lack exposure and experiences lead up to most of the lack of skills. We also have to account for the Covid slide from the last two years. We did see great progress this year at students have completed a full year of face to face learning.

Student Learning Strengths

Students at SP are very eager to learn and gain new information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many of Scotland Park students come in below grade level and lack basic foundational skills to be successful in the classroom. **Root Cause:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. Students are also experiencing a Covid-19 "slide".

Problem Statement 2: Students in the AA and White student groups did not meet Academic Achievement targets in reading in the 2018, 2019 and 2022 school years. **Root Cause:** Covid learning slide.

Problem Statement 3: Students in the Hispanic, White, and EL student groups did not meet Academic Achievement targets in math in the 2018, 2019 and 2022 school years. **Root Cause:** Covid learning slide.

School Processes & Programs

School Processes & Programs Summary

Scotland Park has struggled with the amount of time the district is requiring for testing because it cuts into the instructional time. The lower grades take several different tests that seem to all cover the same material. The lower grade testing take so much more time because they need assistance when testing. We have also seen an issue with creating a master schedule due to initiatives that have been implemented by the district that works with the required instructional minutes by the state. Scotland Park students have minimal access and exposure to educational technology outside of school. What technology they do have is more of a communication device instead of use for education.

School Processes & Programs Strengths

Scotland Park has invested more for our students to have technological experiences through the purchase of promethean boards to actively engaged students in learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Scheduling accelerated instruction into our Master schedule for 4th and 5th grade students to be able to meet the required HB4545 requirements. **Root Cause:** Scheduling becomes problematic when trying to serve all required minutes during a day.

Problem Statement 2: Scotland Park has struggled with the amount of time required for testing by the district because it cuts into teacher's instructional time. **Root Cause:** The district is requiring too much local testing mainly in the lower grades that cover most of the same topics.

Problem Statement 3: Scotland Park students have minimal access and exposure to technology outside of school. **Root Cause:** Scotland Park has a high percentage of economically disadvantage families that are unable to provide a technological rich household.

Perceptions

Perceptions Summary

Scotland Park has a small percentage of student that struggle with appropriate social behaviors. We are working on building a better culture and climate for these students. We have an overall low participation from families and community engagement. Most of our families are working families who have to work. Some parents have shown interesting in starting a PTA/PTO. We will starting having meetings in the fall to discuss this with parents.

Perceptions Strengths

We have a strong communication program through using social media outlets like Facebook and Classroom Dojo to get information and a peek into school life for parents to see.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Scotland Park Elementary has overall low participation in family and community engagement. **Root Cause:** Due to families needing to work they are unable to participate and/or volunteer with the school. We also have a language barrier sometimes due to the number of Spanish speaking families.

Problem Statement 2: Scotland Park Elementary has a small percentage of students that struggle with appropriate social behaviors. These students are repeatedly receiving discipline referrals. **Root Cause:** There is a need for more proactive procedures in order to target these inappropriate behaviors and retrain student social and emotional processing.

Priority Problem Statements

Problem Statement 1: Many of Scotland Park students come in below grade level and lack basic foundational skills to be successful in the classroom.

Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. Students are also experiencing a Covid-19 "slide".

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Scotland Park's key stakeholders (staff and parents) have different priorities, which leads to a struggle when educating our students.

Root Cause 2: Families are struggling to provide needs to their families often leaving staff as their only means of education.

Problem Statement 2 Areas: Demographics

Problem Statement 3: With a small increase in attendance to 93% our attendance is still lower than the state average.

Root Cause 3: The main issue for attendance struggles stem from Covid-19 quarantines and illnesses.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data

- Gifted and talented 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data



- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices











Goals

Goal 1: Recruit, Retain, and Support teachers and principals.

Performance Objective 1: Maintain 90% of staff from 2023 to 2024

Evaluation Data Sources: HR Documents, Position Control Forms, and Assignments.






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.</p> <p>Strategy's Expected Result/Impact: HR Certified teacher report, Principal Attestation</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title funds and focus funds will be used to continue professional development for all staff to support improved student achievement. To include but not limited to: Seidlitz, Guided Math, Balanced Literacy, TEKS Resource System and CKH.</p> <p>Strategy's Expected Result/Impact: PLC agendas and minutes, Seidlitz strategies, and CKH documented in walk-throughs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches and District Curriculum Staff</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Substitutes for Professional Development - Title 1 Part A - 213.11.6112.00.128.0.30.000 - \$1,000, Substitutes for Professional Development - Title 1 Part A - 211.11.6112.00.128.0.30.000 - \$2,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will recruit, hire and train skilled professionals in all areas, including administration, teachers, support staff, certified non teaching staff, etc, in ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: HR Job Fair and Talent Ed.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Title 1 Part A - 211.11.6112.00.128.0.30.000 - \$3,000</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will assign mentors and instructional coaches to new teachers to help support them in the classroom.</p> <p>Strategy's Expected Result/Impact: PLC agendas, walk-throughs</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Coach -Salaries & Benefits 40% - Title 1 Part A - \$60,500</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Recruit, Retain, and Support teachers and principals.

Performance Objective 2: Conduct PLC meetings once a month to include planning and professional development to increase teaching strategies.




Evaluation Data Sources: PLC Agendas









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize TEKS Resource System and the Instructional Focus document to create We Will/I Will statements to frame the lesson.</p> <p>Strategy's Expected Result/Impact: Lesson planning will include the We Will/I Will statements and student performance will increase as lessons become more focused. TEKS Resource system will be used to guide instruction.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches.</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 1: By May 2024, 70% of Kindergarten through second grade students will meet their growth goal on grade level on EOY MAP testing.

Evaluation Data Sources: Running Records,
EOY MAP Scores
EOY Report Cards






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly planning time with Instructional Coach to address and suggest instructional strategies to increase student performance. Strategy's Expected Result/Impact: Focused math and reading lessons to meet the needs of student and address their weaknesses. Staff Responsible for Monitoring: Instructional Coach, Teachers.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Coaches - Title 1 Part A - 211.11.6119.00.128.0.30.000 - \$60,362</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MTSS team will monitor student performance and need for RTI, Small Group, Targeted Instruction, and Tutoring. Strategy's Expected Result/Impact: Targeted focus on student deficiencies. Staff Responsible for Monitoring: Principal, Counselor, Instructional Coach, Teachers.</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of staff are trained in CKH and Seidlitz. Continued staff development will be provided during PLC meetings in the following: CKH, Seidlitz, Guided Math, Balanced Literacy, ESL, and Special Education. Strategy's Expected Result/Impact: CKH, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs. PLC agenda and minutes Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SCE funds will be used to upgrade and enhance school wide instructional programs and buy instructional materials including materials from Teacher Pay Teachers. Additional staff of 1 instructional aide.</p> <p>Strategy's Expected Result/Impact: Increased home visits. Lower reading group sizes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs Office</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Classroom Aides- Salaries & Benefits - SCE - \$42,500, At Risk Coordinator- Salary & Benefits - SCE, Instructional Coaches- 60% - SCE</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Materials will be purchased for Scotland Park families to support them working with their students at home.</p> <p>Strategy's Expected Result/Impact: Student increase in reading fluency and love of reading.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Materials for families to work at home with - Title 1 Part A - 211.61.6399.00.128.0.30.215 - \$1,667, Materials for families to work at home with - Title 1 Part A - 211.61.6499.00.128.0.30.215 - \$300</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 2: We will increase the TELPAS Progress rate from 38% to 40% by the end of the 2023-2024 school year.



Evaluation Data Sources: TEA 2020 Closing the Gap , Accountability Report.






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EL parent meetings will be held to help our EL families understand the expectations of the classroom and the state testing</p> <p>Strategy's Expected Result/Impact: Help parents be involved in school and understand expectations and programs.</p> <p>Staff Responsible for Monitoring: LPAC Chair, Grade level Bilingual and ESL teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 3: Scotland Park earned a F rating in academic growth in 2023. By May of 2024, 70% of students will show progress on their STAAR tests.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be identified and enrolled in accelerated instruction classes based on prior state and district assessments. The classes will provide intensive remediation in preparation for upcoming exams. This will be done during station work in Guided Math and Balanced Literacy and for Crunch time 20 instructional days prior to STAAR. Students will also participate in UIL clubs in order to increase performance of students on grade level.</p> <p>Strategy's Expected Result/Impact: MAP growth and Classroom assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutoring will be offered during school beginning in September.</p> <p>Strategy's Expected Result/Impact: Map Growth improvement, Classroom assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors - Title 1 Part A - 211.E.11.6118.67.128.3.30.000 - \$27,550</p>	Formative		
	Nov	Feb	May
			






Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title funds and SCE funds shall be utilized to provide opportunities for children served, to acquire the knowledge and skills contained in the TEKS and meet the state performance standards.</p> <p>Additional technology equipment (such as headphones, Chromebooks, Chromebook carts, interactive boards, cameras, microphones, mouse and mouse pad.) will be purchased to assist in creation and access of digital lessons in the classroom.</p> <p>Online Educational programs will be purchased to enhance learning.</p> <p>Reading materials in English and Spanish will be purchased for the Balanced Literacy library. In addition, other instructional supplies that increase academic understanding in all grade levels and all academic areas will be purchased.</p> <p>Strategy's Expected Result/Impact: Digital classrooms Increased STAAR scores, Increased MAP Growth scores, Walk-through data</p> <p>Staff Responsible for Monitoring: Principal and all staff</p> <p>Funding Sources: Licenses - Title 1 Part A - 211.E.11.6397.00.128.3.30.000 - \$12,000, Books - Title 1 Part A - 199.E.11.6329.00.128.0.30.000 - \$3,875.40</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 4: Students in the low performing student groups in reading will improve their reading target by May of 2024. Students in the low performing student groups in math will improve their math target by May of 2024.

High Priority






Evaluation Data Sources: MAP Assessments
Interim Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in the low performing sub groups will be tutored during and after school. They will have access to IXL and Lowman Math and Reading warm ups.</p> <p>Strategy's Expected Result/Impact: Students in the sub groups will meet their expected target.</p> <p>Staff Responsible for Monitoring: Math and Reading Teachers Instructional Coach Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: After school Tutors - Title 1 Part A - \$10,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Connect high school to career and college.

Performance Objective 1: 100% of all students will be exposed to post-secondary options and careers through Friday Morning Announcements by the end of the 2023-2024 school year.






Evaluation Data Sources: Job interest form for grades 3-5.








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for students to work with community on projects.</p> <p>Strategy's Expected Result/Impact: Awareness of career opportunities in the community.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Connect high school to career and college.

Performance Objective 2: Continue to decrease student numbers of students requiring accelerated learning by summer of 2024 in grades 4 and 5 to less than 20%.

Evaluation Data Sources: STAAR Scores








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will receive training on Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, Hot Topics and anti-violence techniques as applicable to grade level/ students.</p> <p>Strategy's Expected Result/Impact: Training completion report, HR report of new staff completing child abuse training</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All staff</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in after school clubs: Art Club, yearbook, UIL events, Student Council, Choir</p> <p>Strategy's Expected Result/Impact: Club sign in sheets</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Club and UIL Sponsors.</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff and students will be encouraged to wear college gear and jeans on Wednesdays to promote College readiness and life after high school.</p> <p>Strategy's Expected Result/Impact: Open dialogue with students regarding life after high school and available options</p> <p>Staff Responsible for Monitoring: Principal, All Staff</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to insure that student needs are being met. Student progress, while assigned to DAEP and County Detention will be monitored. Students at County Detention will be administered pre and post-test before transitioning back to campus.</p> <p>Strategy's Expected Result/Impact: Smooth transition from DAEP back to campus</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: School Health strategies will include the fitness gram in physical education. The fitness gram is required yearly to monitor flexibility and cardio health.</p> <p>Strategy's Expected Result/Impact: Fitness gram results</p> <p>Staff Responsible for Monitoring: Principal, PE Teacher</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Connect high school to career and college.

Performance Objective 3: All students in grades K-5 will use the STEAM Lab at least 3 times by May 2024 during the 23-24 school year and be able to present a created project to the class.






Evaluation Data Sources: Task Cards, Observation, Presentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide all K-5 students at least 3 opportunities to visit the STEAM Lab to explore and create projects.</p> <p>Strategy's Expected Result/Impact: Students in K-5 will become aware of the different activities that lead to career paths.</p> <p>Staff Responsible for Monitoring: Principal, All staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: Reduce the number of student receiving Tier 3 instruction in reading from 80 at BOY to less than 40 by May 2024.






Evaluation Data Sources: BOY, EOY, and Tier 3 student roster.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 5 days a week of tutoring during school and 3 days after school. Tutoring will be accessible to all students. We are hiring tutors for accelerated instruction during class time.</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance from 89% to 96% by May 2024.

Evaluation Data Sources: Yearly campus and district attendance data reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify and Monitor students with chronic attendance issues. Make home visits for students that have chronic tardies and attendance issues.</p> <p>Strategy's Expected Result/Impact: Increase percentage of student attendance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clark, At-Risk Coordinator, Teachers.</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Half Time At Risk Coordinator - Title 1 Part A - \$30,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Scotland Park Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.9

Brief Description of SCE Services and/or Programs

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Personnel for Scotland Park Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ramirez, Fanny	Aide	0.9

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Berend, Sherrie	Instructional Coach	School Wide	1
Clements, Joseph	PT At-Risk Coordinator	School Wide	1
Davenport, Katlin	Instructional Aide	School Wide	1
Haynes, Eve	CSR Teacher: 1st Grade	School Wide	.5

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes for Professional Development	213.11.6112.00.128.0.30.000	\$1,000.00
1	1	2	Substitutes for Professional Development	211.11.6112.00.128.0.30.000	\$2,000.00
1	1	3		211.11.6112.00.128.0.30.000	\$3,000.00
1	1	4	Instructional Coach -Salaries & Benefits 40%		\$60,500.00
2	1	1	Instructional Coaches	211.11.6119.00.128.0.30.000	\$60,362.00
2	1	5	Materials for families to work at home with	211.61.6399.00.128.0.30.215	\$1,667.00
2	1	5	Materials for families to work at home with	211.61.6499.00.128.0.30.215	\$300.00
2	3	2	Tutors	211.E.11.6118.67.128.3.30.000	\$27,550.00
2	3	3	Licenses	211.E.11.6397.00.128.3.30.000	\$12,000.00
2	3	3	Books	199.E.11.6329.00.128.0.30.000	\$3,875.40
2	4	1	After school Tutors		\$10,000.00
4	2	1	Half Time At Risk Coordinator		\$30,000.00
Sub-Total					\$212,254.40
Budgeted Fund Source Amount					\$320,999.00
+/- Difference					\$108,744.60
Grand Total Budgeted					\$320,999.00
Grand Total Spent					\$212,254.40
+/- Difference					\$108,744.60

Addendums

2022-23 Title I Campus Budget

Scotland Park Elementary Laura Scott

Estimated 2022-23 Title I Budget Allocation: **\$271,975**

Estimated Discretionary Funds: **\$49,024**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	128	3	30	000		Substitutes
211	11	6118	67	128	3	30	000	\$26,574	Tutoring
211	11	6118	00	128	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	128	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	128	3	30	000	\$174,951	Teacher Salaries, Stipends & Benefits
211	11	6129	00	128	3	30	000	\$48,000	Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	128	3	30	000		Region Esc Services
211	11	6248	00	128	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	128	3	30	000	\$10,300	On-line services/Maint agreements
211	34	6294	67	128	3	30	000		Student busing for tutorials
211	11	6297	00	128	3	30	000		Printing
211	11	6299	00	128	3	30	000		Contracted Services - For Students
211	13	6299	00	128	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	128	3	30	000		Instructional Reading materials/books
211	11	6339	00	128	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	128	3	30	000		Technology
211	11	6396	00	128	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	128	3	30	000	\$3,600	Software/Licenses
211	11	6399	00	128	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	128	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	128	3	30	000	\$8,000	Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$271,975	
Remaining Funds to Allocate:								\$0	
Parent & Family Engagement (PFE):									
211	61	6239	00	128	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	128	3	30	215		PFE Contracted Services
211	61	6297	00	128	3	30	215		PFE Printing
211	61	6399	00	128	3	30	215	\$1,941	PFE Supplies
211	61	6411	00	128	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	128	3	30	215	\$400	PFE Snacks
TOTALS								\$2,341	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered				Non-transferrable: Must remain in PFE			
Principal Signature:							
Date:							