

Wichita Falls Independent School District

Scotland Park Elementary

2025-2026 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Recruit, Retain, and Support teachers and principals.	11
Goal 2: Build a foundation of literacy and numeracy	14
Goal 3: Connect high school to career and college.	19
Goal 4: Improve low performing schools.	23
State Compensatory	25
Budget for Scotland Park Elementary	25
Personnel for Scotland Park Elementary	25
Title I Personnel	26
Campus Funding Summary	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Scotland Park Elementary is a diverse school community. The ethnic distribution is as follows: 21% African American, 58% Hispanic and 14% White. The ethnicity breakdown of teachers is as follows: 11% African American, 77% Hispanic, 67% white and 0% two or more races. The economically disadvantaged rate of students is 93.6%. 13.7% of students are served with special education services and 27% of students are English Language Learners. The mobility rate is high at 22%. Parent involvement has improved. We have many PIE partners that help us meet the needs of students at home and at school. The attendance rate is 91.4%.

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 struggle to provide educational experiences for their children often leaving staff as their only means of education.

Problem Statement 2: Scotland Park has an economically disadvantage population of 93.6%. We also have an ELL population of 26.6%. 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 decrease in attendance to 91.4% our attendance is lower than the state average.

Root Cause: The main issue for attendance struggles stem from lack of transportation. If students miss the bus there is no way for them to get to school.

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 that students in higher income families have access to.

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.

Problem Statement 2: Students in the 3rd grade score below the district average in both reading and math.

Root Cause: The incoming 3rd graders scored below district average on the MAP test the previous year.

Problem Statement 3: Students in grades 4 and 5 score above the district average in 4th and 5th grade math and science but below the state average.

Root Cause: Limited exposure and access to educational opportunities outside of the school setting.

School Processes & Programs

School Processes & Programs Summary

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. This lack of technology access at home increases the difficulty in testing students using Chromebooks. Students in the lower grades (K-3) have a difficult time navigating the hardware.

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. Grades K-5 all have an assigned Chromebook.

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. At this point, all 4th and 5th grade teachers that teach reading and math have a TIA designation. We will have to meeting accelerated instruction minutes on in 4th and 5th grade bilingual Math.

Problem Statement 2: 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.

Perceptions Strengths

We have a strong communication program through using social media outlets like Facebook and ParentSquare to get information out.

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 that 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.

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 struggle to provide educational experiences for their children often leaving staff as their only means of education.

Problem Statement 2 Areas: Demographics

Problem Statement 3: With a small decrease in attendance to 91.4% our attendance is lower than the state average.

Root Cause 3: The main issue for attendance struggles stem from lack of transportation. If students miss the bus there is no way for them to get to school.

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
- 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
- Observation Survey results
- Texas approved PreK - 2nd grade 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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

Goals

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


Performance Objective 1: Maintain 90% of staff from 2025 to 2026

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

Strategy 1 Details	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			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will assign mentors and instructional coach 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, Assistant Principal, Instructional Coach</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			Summative
	Nov	Feb	May	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 2: Conduct PLC meetings weekly to bi-weekly to include planning and professional development to increase teaching strategies.

Evaluation Data Sources: PLC Agendas and Sign in Sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Amplify internalization meetings (Reading) and Bluebonnett Math Internalization meetings. Strategy's Expected Result/Impact: Teachers will use Amplify Reading and Bluebonnett Math with fidelity. Staff Responsible for Monitoring: Principal, Instructional Coaches.</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 1: By May 2026, 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	Reviews			
<p>Strategy 1: Weekly planning time with Instructional Coach to address and suggest instructional strategies to increase student performance.</p> <p>Strategy's Expected Result/Impact: Focused math and reading lessons to meet the needs of student and address their weaknesses.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Teachers.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Coach Salary - Title 1 Part A - 211.11.6119.00.128.0.30.000 - \$60,362</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MTSS team will monitor student performance and need for RTI, Small Group, Targeted Instruction, and Tutoring.</p> <p>Strategy's Expected Result/Impact: Targeted focus on student deficiencies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, Teachers.</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of staff are trained in CKH . Continued staff development will be provided during PLC meetings in the following: CKH, and new curriculum.</p> <p>Strategy's Expected Result/Impact: CKH, new curriculum evidence during walk-throughs. PLC agenda and minutes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach.</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: SCE funds will be used to upgrade and enhance school wide instructional programs and buy instructional materials.</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 - Title 1 Part A - 199.E.11.6399.00.1280.24.00 - \$18,720, At Risk Coordinator- Salary & Benefits - Title 1 Part A, Instructional Coaches- 60% - Title 1 Part A</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	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			Summative
	Nov	Feb	May	June
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Goal 2: Build a foundation of literacy and numeracy

Performance Objective 2: Scotland Park earned a B rating in academic growth in 2023 and a B rating in 2024. The goal this school year is to earn an A.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: A scheduled RTI, AI, and tutoring time is built into the schedule to facilitate students jumping a band in student growth.</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			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will be offered during school beginning in October.</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 - \$58,017</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	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 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 and instructional materials in English and Spanish will be purchased. 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: Tech Equipment-Document cameras - Title 1 Part A</p>	Formative			Summative
	Nov	Feb	May	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 3: Meet or exceed the state and district average STAAR scores in reading and math.

High Priority





Evaluation Data Sources: MAP Assessments
Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in the low performing sub groups will receive tutoring. They will also have access to IXL and Lowman Math and Reading warm ups.</p> <p>Strategy's Expected Result/Impact: Students in all sub groups will meet their expected target.</p> <p>Staff Responsible for Monitoring: Math and Reading Teachers Instructional Coach Administrators</p> <p>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 - \$58,017</p>	Formative			Summative
	Nov	Feb	May	June
<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 school year.

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

Strategy 1 Details	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, Student Council Advisor</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	May	June
<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 expose students to career and college opportunities so they can begin setting goals for the future.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in after school clubs: Art Club, 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			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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			Summative
	Nov	Feb	May	June

 No Progress

 Accomplished

 Continue/Modify


 Discontinue


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 once a week.

Evaluation Data Sources: Task Cards, Observation, Presentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all K-5 students weekly opportunities to explore and create STEM related 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			Summative
	Nov	Feb	May	June

 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 to less than 40% by May 2026.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: 4 days a week of tutoring during school and after school as needed. 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			Summative
	Nov	Feb	May	June
<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 91.4% to 95% by May 2026.

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

Strategy 1 Details	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			Summative
	Nov	Feb	May	June
<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: 3

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	Para	1
Tarin, Sandy	Para	1
Veronica Aleman	Para-PE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Lackey	Instructional Coach	School Wide	1
Clements, Joseph	PT At-Risk Coordinator	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Coach- Salaries & Benefits \$40%		\$60,500.00
2	1	1	Instructional Coach Salary	211.11.6119.00.128.0.30.000	\$60,362.00
2	1	4	Instructional Coaches- 60%		\$0.00
2	1	4	At Risk Coordinator- Salary & Benefits		\$0.00
2	1	4	Classroom Aides- Salaries & Benefits	199.E.11.6399.00.1280.24.00	\$18,720.00
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	2	2	Tutors	211.E.11.6118.67.128.3.30.000	\$58,017.00
2	2	3	Tech Equipment-Document cameras		\$0.00
2	3	1	After school Tutors		\$58,017.00
4	2	1	Half Time At Risk Coordinator		\$30,000.00
Sub-Total					\$287,583.00
Budgeted Fund Source Amount					\$223,567.00
+/- Difference					-\$64,016.00
Grand Total Budgeted					\$223,567.00
Grand Total Spent					\$287,583.00
+/- Difference					-\$64,016.00