

Wichita Falls Independent School District

Scotland Park Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

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: 18.5% African American, 51.9% Hispanic and 24% White. The ethnicity breakdown of teachers is as follows: 5.4% African American, 11.9% Hispanic, 82.7% white and 0% two or more races. The economically disadvantaged rate of students is 96.4%. 12% of students are served with special education services and 21.5% of students are English Language Learners. The mobility rate is high at 20.8%. Parent involvement has improved. Community involvement has been strong. We have many PIE partners that help us meet the needs of students at home and at school. The attendance rate is 96.0%.

Demographics Strengths

Scotland Park serves a diverse population of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate for Scotland Park is 96.0% which is below the district average (96.3%) but higher than the state average (95.7%). Due to Covid-19 we had to have Emergency Remote Learning at the end of the 2019-2020 school year and found that most of our students do not have internet capability or devices.

Root Cause: The majority of the students at Scotland Park are bus eligible which means they live two or more miles away from Scotland Park. Many of the families have no transportation due to the high poverty rate of 95%. If students miss the bus, they have no other means of transportation so they are absent for the day.

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: Many of Scotland Park students come in below grade level and lack basic foundational skills to be successful in school. 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: The attendance rate for Scotland Park is 96.0% which is below the district average (96.3%) but higher than the state average (95.7%). Due to Covid-19 we had to have Emergency Remote Learning at the end of the 2019-2020 school year and found that most of our students do not have internet capability or devices.

Root Cause 2: The majority of the students at Scotland Park are bus eligible which means they live two or more miles away from Scotland Park. Many of the families have no transportation due to the high poverty rate of 95%. If students miss the bus, they have no other means of transportation so they are absent for the day.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Scotland Park Elementary has a small percentage of students that struggle with appropriate social behaviors. These students are repeatedly receiving discipline referrals.

Root Cause 3: There is a need for more proactive procedures in order to target these inappropriate behaviors and retrain student social and emotional processing. Scotland Park will continue to use CKH strategies the safest way possible due to Covid-19 recommendations and will add a team of staff members that have been trained in Handle with Care

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data





- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Goals

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

Performance Objective 1: Maintain 90% of staff from 2019 to 2020






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

<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>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	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>Title I Schoolwide Elements: 2.6 - 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 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. The campus will also hire two paraprofessional (Covid Paras) to assist in classroom to with virtual learning and planning time.</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>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Covid Paraprofessionals - Salaries & Benefits - SCE - \$40,000, - Title 1 Part A - 211.11.6112.00.128.0.30.000 - \$3,000</p>	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>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Coaches -Salaries & Benefits 40% - Title 1 Part A - \$60,500</p>	Formative Reviews		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	Nov	Feb	May

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

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





Evaluation Data Sources: PLC Agendas






<p>Strategy 1: Utilize TEKS Resource System and the Instructional Focus document to create We Will/I Will statements to frame the lesson. Cameras and microphones will be purchased for each class to facilitate instructional rounds and PLC meetings.</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>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Cameras/Microphones - Title 1 Part A - 211.11.6399.128.1.30.000 - \$20,000</p>	Formative Reviews		
	Nov	Feb	May
	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy

Performance Objective 1: By May 2020, 70% of Kindergarten through second grade students will score on grade level on EOY assessments.

Evaluation Data Sources: Running Records,
EOY IStation
EOY TPRI Summary Sheets







<p>Strategy 1: Weekly planning time with Instructional Coaches 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 Coaches, Teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Coaches - Title 1 Part A - 211.11.6119.00.128.0.30.000 - \$60,362</p>	Formative Reviews		
	Nov	Feb	May
			
<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. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative Reviews		
	Nov	Feb	May
			
<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. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative Reviews		
	Nov	Feb	May
			
<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 2 instructional aides and an at-risk coordinator will be provided to support at-risk learners. Strategy's Expected Result/Impact: Increased home visits. Lower reading group sizes Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs Office Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Coaches- 60% - SCE, At Risk Coordinator- Salary & Benefits - SCE, Classroom Aides- Salaries & Benefits - SCE - \$42,500</p>	Formative Reviews		
	Nov	Feb	May
			

<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>Title I Schoolwide Elements: 2.6 - 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 Reviews		
	Nov	Feb	May
	 20%		
 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 2020-2021 school year.



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


<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, ESL teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: EL students who are not at Advanced or higher will receive services through a pull-out program</p> <p>Strategy's Expected Result/Impact: Students that are EL will be provided services to increase performance and fill in achievement gaps.</p> <p>Staff Responsible for Monitoring: LPAC Chair, ESL Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


Goal 2: Build a foundation of literacy and numeracy

Performance Objective 3: Scotland Park earned a D rating of 68 in academic growth in 2019. By May of 2021, 70% of students will show progress on their STAAR tests.

Evaluation Data Sources: STAAR Results

<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: Unit Assessment increases, Data wall improvement, Benchmark score increases, Classroom assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative Reviews		
	Nov	Feb	May
	 30%		
<p>Strategy 2: Tutoring will be offered during school beginning the first of November.</p> <p>Strategy's Expected Result/Impact: Unit Assessment score improvement, Data wall improvement, Benchmark score improvement, Classroom assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Transportation - Title 1 Part A - 211.34.62.94.67.128.0.30.000 - \$7,283, Transportation - Title 1 Part A - 213.11.6294.67.128.0.30.000 - \$1,000</p>	Formative Reviews		
	Nov	Feb	May
	 40%		


<p>Strategy 3: Title 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, headphones, Chromebooks, and Chromebook carts and interactive boards from Delcom will be purchased to allow teachers to create digital lessons for students. Classroom cameras and microphones will be purchased to help with digital lessons. Education Galaxy, Pear Deck, Nearpod, Scientific Learning, Story Works and Story Works Jr will be purchased to enhance learning. Supplies for Guided Math will be purchased.</p> <p>Reading materials for the Balanced Literacy library in English and Spanish will be purchased. Instructional Supplies will be purchased with Title Funds. Science Lab materials will be purchased for experiments. Supplies will be purchased for PK and K purposeful play that will increase academic understanding; such as STEM. Supplies needed for School@home.</p> <p>Strategy's Expected Result/Impact: Digital classrooms Increased STAAR scores, Increased Benchmark and Unit Assessment scores, Walk-through data</p> <p>Staff Responsible for Monitoring: Principal and all staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Materials - Title 1 Part A - 211.11.6248.00.128.0.30.000 - \$17,000, Materials - Title 1 Part A - 211.11.6329.00.128.0.30.000 - \$7,000, Materials - Title 1 Part A - 211.11.6395.00.128.0.30.000 - \$30,000, Materials - Title 1 Part A - 211.11.6397.00.128.0.30.000 - \$7,700, Materials - Title 1 Part A - 211.11.6399.00.128.0.30.000 - \$41,309, Reading Materials - Title 1 Part A - 21311632900128030000 - \$6,000, Supplies and Materials - Title 1 Part A - 21311639900128030000 - \$6,036</p>	Formative Reviews		
	Nov	Feb	May
	 45%		


 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 3: Connect high school to career and college.


Performance Objective 1: 100% of all 5th grade students will create a post-secondary goal and will research their career of choice by the end of the 2020-2021 school year.


Evaluation Data Sources: Project Based Learning lesson plans

Strategy 1: Provide opportunities for students to work with community on projects. Strategy's Expected Result/Impact: Awareness of career opportunities in the community. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college	Formative Reviews		
	Nov	Feb	May
	 10%		


0% No Progress


100% Accomplished




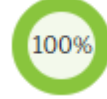
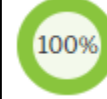



Continue/Modify



Discontinue

Goal 3: Connect high school to career and college.


Performance Objective 2: Continue to have low student numbers requiring summer school for SSI of 3 to 5% by summer of 2021 in each subject


Evaluation Data Sources: Statement of Concerns and SSI Grade Placement Paperwork, SSI summer school lists and scores.

<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>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Students will participate in after school clubs: Art Club, choir, gardening, yearbook, UIL events, Student Council</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>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative Reviews		
	Nov	Feb	May
			
<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 Reviews		
	Nov	Feb	May
			
<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, At-Risk-Coordinator</p>	Formative Reviews		
	Nov	Feb	May
			
<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 Reviews		
	Nov	Feb	May
			

Strategy 6: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college	Formative Reviews		
	Nov	Feb	May
	 30%		

 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 2021.






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

<p>Strategy 1: 4 days a week of tutoring during school and possibly after school depending on Covid-19. Tutoring will be accessible to all students. We are hiring tutors for accelerated instruction during class time.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutorial Salaries - Title 1 Part A - 211.11.6118.67.128.0.30.000, Tutoring - Title 1 Part A - 211.11.6118.67.128.0.30.000</p>	Formative Reviews		
	Nov	Feb	May
	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 2: Increase Scientific Learning Participation to 95% by May 2021







Evaluation Data Sources: Scientific Learning Data

<p>Strategy 1: Create time in classroom schedules for students to participate in Scientific Learning. Strategy's Expected Result/Impact: Students will move up in reading levels. Staff Responsible for Monitoring: Instructional Coaches, AP and Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Feb	May
	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 3: Increase overall campus attendance from 95.49% to 96% by May 2021

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

<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>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Students will receive the incentive of a "Free Dress Pass" for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, At-Risk-Coordinator, Attendance Clerk, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Improve low-performing schools</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Personnel for Scotland Park Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, Alma	Teacher	School Wide	.50
Bryant, Kim	Instructional Coach: Reading	School Wide	.60
Clement, Joseph	At-Risk Coordinator	School Wide	.100
Cornsilk, Sherrie	Instructional Coach: Math	School Wide	.60
Howell, Marsha	Aide	COVID CARE	.100
Matos, Taysha	Teacher	School Wide	.50
O'Neil, Abigail	Aid	COVID CARE	.100
Ordonez, Eva	Teacher	School Wide	.50
Ramirez, Fanny	Aide	School Wide	.90
Rojo, Anjelica	Teacher	School Wide	.50
Williams, Adrian	Aide	School Wide	.75

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Each grade level has a representative on the SBDM Comitee. These representatives get information from their grade level teachers. We also use data from STAAR, Benchmark, CBA, Homeless Report, Attendance rate, Disicpline reports, At-Risk, and MTSS to determine the needs of the campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed by the Site Based Decision Making Committee (SBDM) . The SBDM is composed by Teachers, Parents, District Representatives, a local business/community representative and Campus Administration. See 'committees' tab for a complete list of stakeholders participating in the 2019-2020 SBDM and their position and committee roles.

2.2: Regular monitoring and revision

The Campus Impovement Plan is revised formally three times in the school year. The first revision took place on November 20th, the second revision on February 10th. The last formal evaluation of the plan will be conducted in May.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement plan is made available to the public through our district website in English and in Spanish under the Community Relations department/website postings requirements/Improvement plans and also under the Federal Programs department/18-19 Campus Improvement Plans. Translation to languages other than English and Spanish is available upon request.

Translation and Interpretation Services Procedures

Foreign Languages Department

1. Request for Parents through campus staff

When a Spanish speaking parent requires translation or interpretation, campus personnel are the first choice. If the campus does not have a staff member who speaks Spanish, the Foreing Language Department is contacted.

2. For new Spanish speaking families and students at the Student Service office at the Ed Center, Foreign Language Department is contacted (literally, office across the hall).
3. For written Spanish translations requested by district staff, a Translation Request Form Is available through formspace in Eduphoria. For languages other than Spanish, district staff.
4. Contacts Foreign Languages Department, which coordinates with the principal of Sheppard Elementary, in the AFB, who has a database of airmen and families who are available to translate and interpret in a variety of language.
5. The district has a District Translator/Interpreter position currently covered by Mrs.Maria del Carmen Gonzalez.

2.4: Opportunities for all children to meet State standards

See strategies below:

Tutoring has been provided during school and 4 days a week. Tutoring transportation has been provided 4 days a week form October 2019 to May 2020.

2.5: Increased learning time and well-rounded education

See strategies below:

Tutoring has been provided during school and 4 days a week. Tutoring transportation has been provided 4 days a week form October 2019 to May 2020.

2.6: Address needs of all students, particularly at-risk

See strategies below:

At-Risk-Coorindinator and counselor have made home visits to parents of students at risk of failing STAAR or their grade level.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See strategies below:

Parents and Family Engagement Policy was developed in August 2019 by staff and parents and distributed during parent conferences in October.

3.2: Offer flexible number of parent involvement meetings

Parent Information Night on School Report Card was held at the end of August.

PreK Literacy Event was held on October 1st 1:45.

Bilingual Meeting was held in October 18th at 4:30.

Title 1 meeting was held in October 18th at 5:30

Parent Conferences were held in October from 10am to 6pm.

PreK Parent Involvement Activity was January 23rd at 2:00

Literacy Meeting will be held the last week in May.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bryant, Kim	Instructional Coach: Reading	School Wide	.40
Cornsilk, Sherrie	Instructional Coach: Math	School Wide	.40

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 Coaches -Salaries & Benefits 40%		\$60,500.00
1	2	1	Cameras/Microphones	211.11.6399.128.1.30.000	\$20,000.00
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	Transportation	211.34.62.94.67.128.0.30.000	\$7,283.00
2	3	2	Transportation	213.11.6294.67.128.0.30.000	\$1,000.00
2	3	3	Materials	211.11.6248.00.128.0.30.000	\$17,000.00
2	3	3	Materials	211.11.6329.00.128.0.30.000	\$7,000.00
2	3	3	Materials	211.11.6395.00.128.0.30.000	\$30,000.00
2	3	3	Materials	211.11.6397.00.128.0.30.000	\$7,700.00
2	3	3	Materials	211.11.6399.00.128.0.30.000	\$41,309.00
2	3	3	Reading Materials	21311632900128030000	\$6,000.00
2	3	3	Supplies and Materials	21311639900128030000	\$6,036.00
4	1	1	Tutorial Salaries	211.11.6118.67.128.0.30.000	\$0.00
4	1	1	Tutoring	211.11.6118.67.128.0.30.000	\$0.00
Sub-Total					\$272,157.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Covid Paraprofessionals - Salaries & Benefits		\$40,000.00
2	1	4	Instructiona Coaches- 60%		\$0.00
2	1	4	At Risk Coordinator- Salary & Benefits		\$0.00
2	1	4	Classroom Aides- Salaries & Benefits		\$42,500.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$82,500.00
				Grand Total	\$354,657.00

Addendums

Account Level		2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 128 1 30 000		2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 11 6119 00 128 1 30 000		60,362.00	60,362.00	0.00	0.00	0.00	60,362.00
211 E -- 61-- -- -- -- --		62,362.00	62,362.00	0.00	0.00	0.00	62,362.00
6200	Contracted Svc						
211 E 11 6248 00 128 1 30 000		17,500.00	17,500.00	0.00	0.00	3,685.00	13,815.00
211 E -- 62-- -- -- -- --		17,500.00	17,500.00	0.00	0.00	3,685.00	13,815.00
6300	Supplies						
211 E 11 6329 00 128 1 30 000		7,000.00	7,000.00	0.00	0.00	1,643.66	5,356.34
211 E 11 6395 00 128 1 30 000		30,000.00	30,000.00	0.00	0.00	0.00	30,000.00
211 E 11 6396 00 128 1 30 000	Misc Equipment	13,500.00	13,500.00	0.00	0.00	11,325.00	2,175.00
211 E 11 6397 00 128 1 30 000	Software < \$5000/00/X	7,700.00	7,700.00	0.00	0.00	4,000.00	3,700.00
211 E 11 6399 00 128 1 30 000	Supplies & Materials/00/X	41,309.00	41,309.00	0.00	855.30	12,367.36	28,086.34
211 E 61 6399 00 128 1 30 215	Supplies & Materials/00/Parent	1,667.00	1,667.00	0.00	0.00	0.00	1,667.00
211 E -- 63-- -- -- -- --		101,176.00	101,176.00	0.00	855.30	29,336.02	70,984.68
6400	Other Op Costs						
211 E 61 6499 00 128 1 30 215	Other Misc Oper Exp/00/Parent	300.00	300.00	0.00	0.00	0.00	300.00
211 E -- 64-- -- -- -- --		300.00	300.00	0.00	0.00	0.00	300.00
211 E -- -- -- -- --		181,338.00	181,338.00	0.00	855.30	33,021.02	147,461.68
211 - -- -- -- -- --		-181,338.00	-181,338.00	0.00	-855.30	-33,021.02	-147,461.68
Grand Expense Totals		181,338.00	181,338.00	0.00	855.30	33,021.02	147,461.68

Number of Accounts: 10

***** End of report *****

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	128	0 30 000	Substitutes					
199	E	11	6112	27	128	0 30 000	Substitutes-staff Dev					
199	E	11	6112	67	128	0 30 000	Substitutes-tutorials					
199	E	11	6118	00	128	0 30 000	Extra Duty-professional					
199	E	11	6118	67	128	0 30 000	Extra Duty-prof-tutorials	5,000.00				5,000.00
199	E	11	6248	00	128	0 30 000	Maint Agr/online Srv					
199	E	11	6295	67	128	0 30 000	Transportaion Chgs					
199	E	11	6297	00	128	0 30 000	Print Shop Services					
199	E	61	6299	95	128	0 30 215	Misc Contr Srvs-parent Ed					
199	E	11	6329	00	128	0 30 000	Reading Materials					
199	E	11	6395	00	128	0 30 000	Computer Equipment					
199	E	11	6396	00	128	0 30 000	Misc Eqmt 1k To <5000					
199	E	11	6397	00	128	0 30 000	Software/lic <5000					
199	E	11	6399	00	128	0 30 000	Supplies	13,320.00		29.48		13,290.52
199	E	13	6411	00	128	0 30 000	Travel-staff					
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Grand Expense Totals								18,320.00		29.48		18,290.52

Number of Accounts: 15

***** End of report *****