

Escambia County School District

Scenic Heights Elementary School



2017-18 Schoolwide Improvement Plan

Scenic Heights Elementary School

3801 CHERRY LAUREL DR, Pensacola, FL 32504

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Scenic Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Scenic Heights, we strive to discover and develop the promise within each child. We, the staff of Scenic Heights Elementary School, continually strive to meet the needs and interests of each child.

b. Provide the school's vision statement.

We believe that each child should acquire the fundamental skills necessary for participation in our democratic society. To insure success in our changing society, we challenge our students to pursue the ability to change and to cope with change.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring. Students that are identified as deficient in meeting expectations are discussed at the team leader meeting. Scenic Heights Elementary holds an ESOL open house to meet the parents and discuss the wants and needs of the family.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Scenic Heights Elementary practices monthly safety drills, fire, tornado, lock down, etc. every month with the students and faculty. These drills are reviewed during the faculty meetings with the teachers. The teachers discuss with the students what was practiced and how they could improve. All visitors on campus must check in with the office and are issued a pass. District employees are identified with a badge. Each teacher has an emergency folder and keeps in the classroom. Scenic Heights has established a Crisis Team and they are being trained on what might need to be done in an emergency situation. An alarm system and camera system has been added to our campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Scenic Heights Elementary has a school wide behavior plan which guides behavioral expectations of the students. The students know and recite the school guideline every morning on the morning news. Any behavior or action that helps someone grow and mature will be encouraged. Scenic Heights has a Responsibility Team which meets monthly to review and discuss behavioral expectations. The school personnel are trained every year and reviewed as often as necessary.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Scenic Heights Elementary has a full time Guidance Counselor who meets with the students on a regular basis. Teachers as well as parents are able to request that the counselor meet with certain students. Scenic Heights has eleven mentors that work with students. They meet with students once a week. Our guidance counselor holds a program once a week on the morning news called Guidance

Corner and reviews any concerns she might have for the students. She reviews how to treat each other, what is bullying and reads questions and answers that are put in the guidance box by students. The Guidance Counselor presents a lesson to every classroom about bullying and cyber-bullying.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance below 90 percent last year
 One or more suspensions last year
 Math or English Language Arts failure or mathematics last year
 A Level 1 score onFSA last year

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	2	9	12	8	16	12	0	0	0	0	0	0	0	59
One or more suspensions	0	1	1	4	3	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	4	12	13	14	25	0	0	0	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	15	40	30	0	0	0	0	0	0	0	85

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	4	1	8	15	19	0	0	0	0	0	0	0	47

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Small group instruction in the classroom, tutoring, progress monitoring by the Rtl team, departmentalization for math and science in 5th grade, parent conferences, mentors meet with students once a week, increased number of volunteers school-wide, 1:1 chromebooks in 2nd - 5th grade, extensive training in standards based instruction for math & science, increased data analysis for math & science assessments through Schoolnet, Accelerated Reader Assessments for math & ELA in Kdg-5th grade.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Scenic Heights receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

At Scenic Heights we contact local vendors who are interested in supporting initiatives at the school and they become our Partners in Education. We have also partnered with the Scenic Heights Neighborhood Association and plan to work together on several school/neighborhood projects. We currently have 7 partners. Through their contributions we are able to support events for teachers and students both during and after school hours. Our partners are recognized each year with a partner signing event and receive a certificate of their service to the school. In addition, we have 8 members from the community who serve as youth mentors for our students. These mentors meet weekly with their students providing academic support and companionship. Our school embraces volunteerism and currently have over 100 dedicated volunteers who assist with PTA events, classroom activities and as assessment proctors. An annual training is done for staff and volunteers to ensure all parties understand and are comfortable with their roles and responsibilities. At the end of the year mentors and volunteers are honored at both a school and district luncheon.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thompson, Melissa	Teacher, K-12
Walden, Denise	Teacher, K-12
Pachanian, Lauren	Teacher, K-12
Hyder, Amber	Teacher, K-12
Leach, Luann	Teacher, K-12
Cox, Michelle	Principal
Maloney, Katie	Assistant Principal
Hobbs, Kathy	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Mary Ellen Wiggins-Principal, Alicia LaFrance-Assistant Principal, Jennifer Etheredge-Guidance Counselor; share a common vision to make sound decisions for children based on data; they ensure implementation of the RTI process, staff development provided to keep teachers up-to-date with the RTI process, and communicate with parents school-based RTI plans.

Karla Havlina (ESE), Karen Crisco (ESE) Re'Nae Grant(ESE), Lacy Zimmerman (ESE) Tina Ross(SLP) Jennifer Etheredge (Guidance Counselor), Mary Ellen Wiggins (Principal), Alicia LaFrance (Assistant Principal): Participate in the TIER process, offer support and strategies to general education teachers. They provide information concerning the core curriculum, participate in student data collection, and collaborate with faculty to integrate TIER I materials/instruction into TIER II/III process as well as implement TIER II interventions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring. Students that are identified as deficient in meeting expectations (Academic & Behavior). Identified students are discussed at the Team Level to develop initial intervention strategies to be implemented and monitored. Students that continue to be deficient are discussed at the Site Based Leadership Team (SBLT) for additional strategies of intervention and Progress Monitoring. Grade Level Teams review monthly to review overall performance and share with the SBLT. The Responsibility Team discusses the Functional Behavior Assessment and if necessary implements the plan.

Title I:

Scenic Heights Elementary School receives support through Federal, State, and local programs. Title One funds were used to hire one technical assistant and one teacher assistant special. These assistants help tutor students at risk. Title One funds are used to fund 50% of a Technology Coordinator. In addition, Title One funds have been used to purchase software programs to enhance the curriculum, as well as used for professional development for teachers and staff. Funds pay teachers' stipends, substitutes, and pay consultants to come to Scenic Heights to provide professional development which has been requested by the teachers.

Title I, Part C-Migrant:

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined this year 2017-2018, Scenic Heights currently has 9 migrant students.

Title I, Part D:

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by Title I office.

Title II:

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III:

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers

who serve ELL identified students have ESOL endorsements on their teaching certificate. Scenic Heights is an ESOL Center and we serve 76 students in grades K-5.

Title X- Homeless:

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. This year, at Scenic Heights, we have identified 1 homeless student and provide additional assistance to these students and their families.

SAI:

We use SAI monies to hire 4 tutors to work with struggling students.

Violence Prevention Programs:

This school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week in October with school-wide activities and guest speakers. 100% of our faculty, staff and students are trained on anti bullying and how to report incidents of bullying that may occur. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition beginning with the 2011-2012 School Year, our district has implemented the "Bullying" Reporting web site. Individuals are able to report bullies anonymously.

Nutrition Programs:

Our school is committed to continue offering nutritional healthy choices in the cafeteria. . Our school is a Healthier Generation Alliance School. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs:

This is offered at the district level and overseen by the Title I District Office.

Head Start:

N/A

Adult Education:

Adult Education programs are offered at all high schools.

Career and Technical Education:

N/A

Job Training:

N/A

Other:

N/A

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Barrett McClean	Parent
Mike Wiggins	Business/Community
Lynn Campbell	Parent
Sherdina Baker	Teacher
Jennifer Templeton	Parent
Chris Fenner	Parent
Chris McFarland	Business/Community
Jerri Lewis	Parent
Karol Hindle	Teacher
Shelly Cox	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC assisted in writing and approving 2017 - 2018 SIP plan and evaluating the 2016/2017 SIP.

b. Development of this school improvement plan

The SAC will meet at least 8 times this year. The council will review the school budgets, school improvement plan, Title I Parent Involvement Plan, Discovery Education assessment data and other district/state assessment data to determine whether SIP goals for 2017-2018 have been met.

c. Preparation of the school's annual budget and plan

The SAC met and reviewed the needs of the school based on assessment data, input from the school principal, and community/parental input. This plan was given to the principal in preparation of the upcoming school's annual budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

NA

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Elizabeth	Teacher, K-12
Calder, Janette	Instructional Media
Havlina, Karla	Teacher, K-12
Hobbs, Kathy	Teacher, K-12
Rowe, Shannon	Teacher, K-12
Webb, Jan	Teacher, K-12
Wiggins, Mary	Teacher, K-12
Grant, Re'Nae	Teacher, K-12
Shelley, Jamie	Teacher, K-12
Tew, Mary Taylor	Teacher, K-12
Cox, Michelle	Principal
Maloney, Katie	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Support the Instructional Staff in effective Reading and Language Arts instruction by reviewing instructional materials acquisition and implementation provided alongside Wonders Reading, and district writing.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Daily common grade level planning time is provided for all K-5 teachers
First year teachers have a START teacher who serve as their mentor/evaluator
Monthly faculty meetings with an emphasis on curriculum training by district subject area specialists and teacher leaders
Teacher leaders at each grade level to facilitate training sessions and dissemination of information
Principal's weekly notes and calendar of events emailed to all staff
Teachers serving on district and school curriculum committees

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The principal assigns START/consulting teachers to first year teachers, assigns mentor teachers to teachers who are new to our school. Scenic Heights collaborates with the University of West Florida to place practicum and intern students with experienced teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are paired with a veteran teacher on the grade level to serve as the newly hired teachers' mentoring partner. New teacher inservice is held to answer campus specific questions at the beginning of the school year. New teachers meet as often as necessary with START/consulting teacher and weekly with their grade level mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The principal makes sure that the core instructional program used by the school is aligned to the Florida Standards as overseen by the Supervisor of Elementary Curriculum and Instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers use schoolnet probes and quarterly assessments to gather achievement data on each student. Grade levels meet to discuss the data on each child. The teachers look at each tested area and groups those students by the needs in instructional strands. The school employs tutors and technical assistants to work with struggling students to help them reach grade level or above.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

NA

Strategy Rationale

NA

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

NA

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming kindergarten students are prescreened by their K teachers prior to school starting to ensure they are appropriately grouped within their classrooms prior to the first day and parents have an

opportunity to meet with the teacher prior to the first day. A meet and greet is also done prior to school starting so that all students and parents can familiarize themselves with their new teacher and the campus.

Throughout the year the middle school is invited to come and present to the 5th graders - it may be a performance or the band to encourage an interest in the arts at the middle school level. A parent information evening is planned at the middle schools for all 5th to 6th grade parents in the spring prior to transitioning to middle school.

We invite parents to join our Boo-Hoo Breakfast in the media center after they walk their child to the kindergarten classroom on the first day of school.

The PTA conducts tours for any new parents contemplating Scenic Heights throughout the school year

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students who are proficient in science by 5%.
- G2.** Increase the percentage of students who are proficient in math by 5%
- G3.** Increase the number of students who are proficient in reading by 3%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase the percentage of students who are proficient in science by 5%. 1a

G099004

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	5.0

Targeted Barriers to Achieving the Goal 3

- Professional development in science for teachers on the additional resources for teachers and students to use in science

Resources Available to Help Reduce or Eliminate the Barriers 2

- District science resource provides nine week practice tests to the fifth grade teachers
- Pearson Science teacher and student text
- Schoolnet for science assessment aligned to standards

Plan to Monitor Progress Toward G1. 8

Probes and Nine Week Science District Assessments

Person Responsible

Michelle Cox

Schedule

Quarterly, from 8/2/2017 to 3/17/2018

Evidence of Completion

Data collected will be shared with teachers, principal and district subject area specialist

G2. Increase the percentage of students who are proficient in math by 5% 1a

G099005

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	5.0

Targeted Barriers to Achieving the Goal 3

- Professional development in math for teachers on the additional resources for teachers and students to use.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District subject area specialist

Plan to Monitor Progress Toward G2. 8

Schoolnet Data

Person Responsible

Michelle Cox

Schedule

Quarterly, from 8/26/2017 to 5/22/2018

Evidence of Completion

Schoolnet data

G3. Increase the number of students who are proficient in reading by 3%. 1a

G099006

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	3.0

Targeted Barriers to Achieving the Goal 3

- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supportive administration, staff training specialists, professional development office, strong teacher content knowledge
- staff training specialists
- professional development office
- strong teacher content knowledge

Plan to Monitor Progress Toward G3. 8

Classroom walkthrough data and student attendance reports

Person Responsible

Michelle Cox

Schedule

Biweekly, from 8/22/2017 to 5/22/2018

Evidence of Completion

Administrators walk through documentation and student attendance reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of students who are proficient in science by 5%. **1**

 G099004

G1.B1 Professional development in science for teachers on the additional resources for teachers and students to use in science **2**

 B266558

G1.B1.S1 Subject area specialist will provide training on state standards and available resources on Schoolnet. **4**

 S282448

Strategy Rationale

This will align instruction to state standards.

Action Step 1 **5**

The step is a professional development opportunity for our faculty and staff

Person Responsible

Michelle Cox

Schedule

Quarterly, from 8/2/2017 to 3/17/2018

Evidence of Completion

Sign in sheets, completed assigned products, observation of use in classroom

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

District assessment - via School Net for grade 3-5

Person Responsible

Michelle Cox

Schedule

Quarterly, from 8/2/2017 to 3/17/2018

Evidence of Completion

Assessment results - grade 3-5

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Assessment results

Person Responsible

Katie Maloney

Schedule

Quarterly, from 8/2/2017 to 3/17/2018

Evidence of Completion

Assessment data

G2. Increase the percentage of students who are proficient in math by 5% 1

G099005

G2.B1 Professional development in math for teachers on the additional resources for teachers and students to use. 2

B266561

G2.B1.S1 Subject area specialist will provide training on state standards and available resources on Schoolnet. 4

S282450

Strategy Rationale

This will align instruction to state standards

Action Step 1 5

Teachers will utilize standards based planning and use the assessment resources provided in Schoolnet.

Person Responsible

Michelle Cox

Schedule

On 5/27/2018

Evidence of Completion

Lesson plans, walk throughs, and Schoolnet assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom observations, Schoolnet data and walkthroughs

Person Responsible

Michelle Cox

Schedule

Weekly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Schoolnet data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom observations and feedback

Person Responsible

Katie Maloney

Schedule

Quarterly, from 8/9/2017 to 5/22/2018

Evidence of Completion

Schoolnet data

G3. Increase the number of students who are proficient in reading by 3%. 1

G099006

G3.B1 Student engagement 2

B266562

G3.B1.S1 Student engagement strategies with the use of Thinking Maps 4

S282451

Strategy Rationale

Student engagement and differentiation will help meet the needs of all levels of students and lead to an increase in reading proficiency.

Action Step 1 5

Teachers will be given professional develop on ELA strategies

Person Responsible

Katie Maloney

Schedule

Semiannually, from 8/9/2017 to 5/26/2018

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observation of student engagement

Person Responsible

Michelle Cox

Schedule

Biweekly, from 10/3/2017 to 5/12/2018

Evidence of Completion

Classroom observation feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walk through and observations

Person Responsible

Michelle Cox

Schedule

Biweekly, from 8/25/2017 to 5/22/2018

Evidence of Completion

Through observations all teachers are doing strategies which will increase student engagement and improve reading proficiencies

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M413866	Probes and Nine Week Science District Assessments	Cox, Michelle	8/2/2017	Data collected will be shared with teachers, principal and district subject area specialist	3/17/2018 quarterly
G1.B1.S1.MA1 M413864	Assessment results	Maloney, Katie	8/2/2017	Assessment data	3/17/2018 quarterly
G1.B1.S1.MA1 M413865	District assessment - via School Net for grade 3-5	Cox, Michelle	8/2/2017	Assessment results - grade 3-5	3/17/2018 quarterly
G1.B1.S1.A1 A381141	The step is a professional development opportunity for our faculty and staff	Cox, Michelle	8/2/2017	Sign in sheets, completed assigned products, observation of use in classroom	3/17/2018 quarterly
G3.B1.S1.MA1 M413871	Classroom observation of student engagement	Cox, Michelle	10/3/2017	Classroom observation feedback	5/12/2018 biweekly
G2.MA1 M413869	Schoolnet Data	Cox, Michelle	8/26/2017	Schoolnet data	5/22/2018 quarterly
G3.MA1 M413874	Classroom walkthrough data and student attendance reports	Cox, Michelle	8/22/2017	Administrators walk through documentation and student attendance reports	5/22/2018 biweekly
G2.B1.S1.MA1 M413867	Classroom observations and feedback	Maloney, Katie	8/9/2017	Schoolnet data	5/22/2018 quarterly
G3.B1.S1.MA1 M413870	Classroom walk through and observations	Cox, Michelle	8/25/2017	Through observations all teachers are doing strategies which will increase student engagement and improve reading proficiencies	5/22/2018 biweekly
G2.B1.S1.MA1 M413868	Classroom observations, Schoolnet data and walkthroughs	Cox, Michelle	8/9/2017	Schoolnet data	5/25/2018 weekly
G3.B1.S1.A1 A381143	Teachers will be given professional develop on ELA strategies	Maloney, Katie	8/9/2017	Sign in sheets	5/26/2018 semiannually
G2.B1.S1.A1 A381142	Teachers will utilize standards based planning and use the assessment resources provided in...	Cox, Michelle	8/22/2017	Lesson plans, walk throughs, and Schoolnet assessment data	5/27/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the percentage of students who are proficient in science by 5%.

G1.B1 Professional development in science for teachers on the additional resources for teachers and students to use in science

G1.B1.S1 Subject area specialist will provide training on state standards and available resources on Schoolnet.

PD Opportunity 1

The step is a professional development opportunity for our faculty and staff

Facilitator

Jennifer Montoya

Participants

Teachers and staff and students of Scenic Heights

Schedule

Quarterly, from 8/2/2017 to 3/17/2018

G2. Increase the percentage of students who are proficient in math by 5%

G2.B1 Professional development in math for teachers on the additional resources for teachers and students to use.

G2.B1.S1 Subject area specialist will provide training on state standards and available resources on Schoolnet.

PD Opportunity 1

Teachers will utilize standards based planning and use the assessment resources provided in Schoolnet.

Facilitator

Tammy Barton

Participants

Teachers K-5

Schedule

On 5/27/2018

G3. Increase the number of students who are proficient in reading by 3%.

G3.B1 Student engagement

G3.B1.S1 Student engagement strategies with the use of Thinking Maps

PD Opportunity 1

Teachers will be given professional develop on ELA strategies

Facilitator

Katie Marsh

Participants

All teachers K-5

Schedule

Semiannually, from 8/9/2017 to 5/26/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	The step is a professional development opportunity for our faculty and staff				\$1,360.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0461 - Scenic Heights Elementary Schl	Title, I Part A		\$1,360.00
			<i>Notes: Subs for Standards based training.</i>			
2	G2.B1.S1.A1	Teachers will utilize standards based planning and use the assessment resources provided in Schoolnet.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Scenic Heights Elementary Schl	Title, I Part A		\$0.00
3	G3.B1.S1.A1	Teachers will be given professional develop on ELA strategies				\$0.00
					Total:	\$1,360.00