

Escambia County School District

Scenic Heights Elementary School



2018-19 Schoolwide Improvement Plan

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Scenic Heights Elementary School

3801 CHERRY LAUREL DR, Pensacola, FL 32504

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	A*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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, consider the needs and interests of each child a priority.

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.

School Leadership Team

Membership

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

Name	Title
Colburn, Sharon	Teacher, K-12
Etheredge, Megan	Teacher, K-12
Smith, Jamie	Teacher, K-12
Gagnet, Heather	Teacher, K-12
Palmer, Tiffany	Teacher, K-12
Cox, Michelle	Principal
Maloney, Katie	Assistant Principal
Belser, Ann	Teacher, K-12
Buck, Adam	Teacher, K-12
Pachanian, Lauren	Teacher, ESE
Calder, Janette	Teacher, K-12

Duties

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

Shelly Cox-Principal, Katie Marsh-Assistant Principal; 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.

All members of the leadership team 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.

Early Warning Systems

Year 2017-18

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	1	4	5	5	3	4	0	0	0	0	0	0	0	22
One or more suspensions	0	2	0	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	7	5	8	5	5	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	10	33	36	0	0	0	0	0	0	0	79

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	0	1	7	4	6	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	7	8	3	11	1	0	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	1	0	0	1	2	0	0	0	0	0	0	0	0	4

Date this data was collected

Sunday 8/19/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA was the lowest performing data component last year. This is not a trend. The prior year showed math being the lowest data component

Which data component showed the greatest decline from prior year?

The greatest decline from the prior year was in 4th grade math. Our scores went from 64% proficient to 62% proficient.

Which data component had the biggest gap when compared to the state average?

The largest gap compared to the state average, was in 5th grade math scores. Our students scored 10 points higher than the state average. There was only 1 reporting category that showed scores equal to the state (4th grade; math). All other scores were above the state average.

Which data component showed the most improvement? Is this a trend?

The greatest improvement was 3rd grade math (+17 points) followed by 5th grade science (+13 points).

Describe the actions or changes that led to the improvement in this area.

Last year we had an intense focus on math and science standards based planning/instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	49%	56%	59%	46%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	58%	46%	55%	53%	46%	52%
ELA Lowest 25th Percentile	43%	40%	48%	42%	43%	46%
Math Achievement	67%	55%	62%	69%	52%	58%
Math Learning Gains	69%	57%	59%	59%	50%	58%
Math Lowest 25th Percentile	64%	48%	47%	44%	43%	46%
Science Achievement	75%	55%	55%	71%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (2)	4 (9)	5 (12)	5 (8)	3 (16)	4 (12)	22 (59)
One or more suspensions	0 (0)	2 (1)	0 (1)	0 (4)	0 (3)	3 (5)	5 (14)
Course failure in ELA or Math	0 (0)	7 (4)	5 (12)	8 (13)	5 (14)	5 (25)	30 (68)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (15)	33 (40)	36 (30)	79 (85)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	52%	12%	57%	7%
	2017	61%	59%	2%	58%	3%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	57%	51%	6%	56%	1%
	2017	57%	49%	8%	56%	1%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2018	63%	44%	19%	55%	8%
	2017	59%	47%	12%	53%	6%
Same Grade Comparison		4%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	54%	10%	62%	2%
	2017	47%	54%	-7%	62%	-15%
Same Grade Comparison		17%				
Cohort Comparison						
04	2018	62%	58%	4%	62%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	64%	54%	10%	64%	0%
Same Grade Comparison		-2%				
Cohort Comparison		15%				
05	2018	71%	52%	19%	61%	10%
	2017	58%	50%	8%	57%	1%
Same Grade Comparison		13%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	72%	55%	17%	55%	17%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	44	60	32	60	71	58				
ELL	31	52	57	45	72	65					
ASN	61	50		74	84						
BLK	42	51	30	43	51	57	56				
HSP	55	46	40	62	73	53	73				
MUL	64	67		73	81						
WHT	72	64	52	74	72	74	81				
FRL	58	56	38	59	65	69	75				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	45	47	21	36	31					
ELL	39	64		46	43						
ASN	69	92		77	62		73				
BLK	39	41	35	33	36	33	36				
HSP	59	55		56	58	45	63				
MUL	65	60		63	53		50				
WHT	67	65	45	65	61	49	67				
FRL	58	62	56	55	56	47	58				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA

Rationale State scores show a need for increased focus in ELA. Our ELA achievement, learning gains, & lowest 25% scores are lower than those in math.

Intended Outcome Increased scores in ELA achievement, learning gains & lowest 25%.

Point Person Michelle Cox (mcox@ecsdf1.us)

Action Step

Description Increased focus on standards based planning/instruction in ELA (K-5). A push in increasing stamina and complex text in grades 3-5. A push in increasing rigor in K-2, especially in writing.

Person Responsible Michelle Cox (mcox@ecsdf1.us)

Plan to Monitor Effectiveness

Description The action steps will be monitored through lesson plans, walk throughs, staff training, Star360 score reports, iReady score reports.

Person Responsible Michelle Cox (mcox@ecsdf1.us)

Activity #2

Title Math

Rationale We showed growth in math scores last year. We will continue action steps from last year.

Intended Outcome Increased scores in FSA Math.

Point Person Michelle Cox (mcox@ecsdf1.us)

Action Step

Description Continue last year's action steps.

Person Responsible Michelle Cox (mcox@ecsdf1.us)

Plan to Monitor Effectiveness

Description The action steps will be monitored through lesson plans, walk throughs, staff training, Star360 score reports, iReady score reports.

Person Responsible Michelle Cox (mcox@ecsdf1.us)

Activity #3

Title Science
Rationale We showed growth in science scores last year. We will continue action steps from last year.

Intended Outcome Increased scores in FCAT Science.

Point Person Michelle Cox (mcox@ecsdfi.us)

Action Step

Description Continue last year's action steps.

Person Responsible Michelle Cox (mcox@ecsdfi.us)

Plan to Monitor Effectiveness

Description The action steps will be monitored through lesson plans, walk throughs, staff training, Star360 score reports, iReady score reports.

Person Responsible Michelle Cox (mcox@ecsdfi.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

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 provides COUNSELING, SCHOOL-BASED MENTAL HEALTH PROGRAMS, SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES, MENTORING SERVICES, AND OTHER STRATEGIES TO IMPROVE STUDENTS' SKILLS OUTSIDE THE ACADEMIC SUBJECT AREAS. The school 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 district mentors and GEMS (Grandparents Educating and Motivating Students) 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.

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

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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.

School personnel conduct tours for any new parents interested in attending Scenic Heights throughout the school year.

The PTA maintains a Facebook Page for parents. This page provides information about the school and current events happening at the school and in the neighborhood.

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.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted. Classroom teachers maintain ongoing Progress Monitoring. Students identified as deficient (Academic/Behavior) are discussed at Grade Level to develop intervention strategies. Students that continue to be deficient are discussed at the Site Based Leadership Team (SBLT) for additional intervention strategies.

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as

needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL

Services for English Language Learners (ELL) 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.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services 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 Title I office.

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

Part V: Budget	
Total:	\$13,955.00