

Escambia County School District

Scenic Heights Elementary School



2022-23 Schoolwide Improvement Plan

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Scenic Heights Elementary School

3801 CHERRY LAUREL DR, Pensacola, FL 32504

www.escambiaschools.org

Demographics

Principal: Michelle Cox G

Start Date for this Principal: 7/7/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (60%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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3801 CHERRY LAUREL DR, Pensacola, FL 32504

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>86%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>48%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cox, Michelle	Principal	
DeMouy, Kesia	Teacher, K-12	Kindergarten
Mitchell, Shaina	Teacher, K-12	First Grade
McDaniel, Lisa	Teacher, K-12	Second Grade
Gagnet, Heather	Teacher, K-12	Third grade
Palmer, Tiffany	Teacher, K-12	Fourth Grade
Mayo, Julie	Teacher, K-12	Fifth Grade
Calder, Janette	Other	Librarian
Varias, Ashley	Teacher, ESE	SLP
Arnold, Kristin	Assistant Principal	Assistant principal

Demographic Information

Principal start date

Friday 7/7/2017, Michelle Cox G

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

810

Identify the number of instructional staff who left the school during the 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	118	144	129	135	128	142	0	0	0	0	0	0	0	796
Attendance below 90 percent	11	31	30	18	28	17	0	0	0	0	0	0	0	135
One or more suspensions	0	2	4	1	4	8	0	0	0	0	0	0	0	19
Course failure in ELA	0	4	6	4	4	0	0	0	0	0	0	0	0	18
Course failure in Math	0	1	3	4	7	2	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	7	18	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	15	20	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	6	6	12	8	0	0	0	0	0	0	0	34

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	4	4	11	2	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/29/2022

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
Number of students enrolled	78	129	124	120	131	98	0	0	0	0	0	0	0	680
Attendance below 90 percent	5	27	15	28	17	23	0	0	0	0	0	0	0	115
One or more suspensions	2	1	1	4	1	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	11	8	6	2	1	0	0	0	0	0	0	0	28
Course failure in Math	0	4	3	6	3	3	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	11	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	4	7	12	8	10	8	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

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

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	13	2	3	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	78	129	124	120	131	98	0	0	0	0	0	0	0	680
Attendance below 90 percent	5	27	15	28	17	23	0	0	0	0	0	0	0	115
One or more suspensions	2	1	1	4	1	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	11	8	6	2	1	0	0	0	0	0	0	0	28
Course failure in Math	0	4	3	6	3	3	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	11	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	4	7	12	8	10	8	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

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

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	13	2	3	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	51%	56%				64%	53%	57%
ELA Learning Gains	59%						56%	55%	58%
ELA Lowest 25th Percentile	55%						52%	52%	53%
Math Achievement	66%	46%	50%				69%	57%	63%
Math Learning Gains	53%						63%	60%	62%
Math Lowest 25th Percentile	51%						51%	52%	51%
Science Achievement	63%	52%	59%				62%	54%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	56%	17%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	55%	52%	3%	58%	-3%
Cohort Comparison		-73%				
05	2022					
	2019	59%	51%	8%	56%	3%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	55%	23%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	57%	58%	-1%	64%	-7%
Cohort Comparison		-78%				
05	2022					
	2019	68%	55%	13%	60%	8%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	55%	7%	53%	9%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	36	37	28	46	45	12				
ELL	39	59	67	44	53	38	29				
ASN	82	69		78	65						
BLK	40	43	33	54	41	33	29				
HSP	49	62	70	53	51	46	31				
MUL	79	63		79	50						
WHT	68	61	57	71	57	61	82				
FRL	53	57	54	56	47	51	65				
2021 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 2019-20	C & C Accel 2019-20
SWD	37	20		27	20	18	29				
ELL	44	61	60	45	47		56				
ASN	88	82		85	73		83				
BLK	43	38	45	46	38		31				
HSP	45	45		50	53		67				
MUL	84			77			80				
WHT	73	49	30	75	42	23	72				
FRL	58	47	47	59	37	32	53				
2019 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 2017-18	C & C Accel 2017-18
SWD	37	45	60	40	60	61	25				
ELL	42	58	57	56	68	69	19				
ASN	69	64		84	83		67				
BLK	45	53	46	48	42	50	33				
HSP	48	53	57	65	69	70	47				
MUL	81	52		78	48		92				
WHT	73	59	57	75	68	45	71				
FRL	59	50	50	62	56	52	54				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	472

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Scenic Heights Elementary is showing a continued recovery of student achievement scores that were impacted by the COVID19 pandemic school closure.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data shows the greatest need for improvement is our under-performing subgroups (blacks and students with disabilities).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2021-22 was the first year implementation of a new reading series and implementation of new state standards in 3th grade.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on FSA data, the data components that showed the most improvement is in Math LQ and Math gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There was a larger than expected drop in math scores after the COVID19 pandemic school closure. This improvement is a reflection of the academic recovery that has been occurring in 1st-4th grade.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we will need to implement creative, engaging and challenging instructional techniques and resources.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In order to provide professional development opportunities to support teachers and leaders in accelerate learning, the school will conduct a book study on, "Conscious Discipline".

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability will consist of follow-up and retraining that accompany the book study on, "Conscious Discipline".

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2021-22 School Accountability Summary indicates that Scenic Heights' subgroup "Black/African American" is under-performing.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students categorized as "Black/African American" will increase their federal index by 2 percentage points going from a federal index of 39% for 2022 to 41% federal index on the 2023 FSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area focus will be monitored through iReady data and STAR 360 data.

Person responsible for monitoring outcome:

Kristina Golloher (kgolloher@ecsdf.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Language for Learning
 HMH Into Reading Tabletop Mini Lessons (Reading & English Language Development)
 iReady Assigned Lessons and Tools for Instruction
 Phonics Chip Kit
 Direct instruction in the application of comprehension strategies
 Phonological Awareness Lessons by 95% Group
 Soday Systems

In analyzing the 2022 FSA data, reading comprehension is weak. According to "10 Key Reading Practices for All Elementary Schools", found on What Works Clearinghouse, all elementary students can become proficient readers if:

- Students are taught reading comprehension practices (e.g., paraphrasing information in text) and ways to flexibly apply these practices to reading and understanding a variety of literary and informational texts.
- Students are provided daily opportunities to incorporate learned reading practices (e.g., word meaning practices, comprehension practices) to read and understand a variety of texts.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data metrics to be used iReady and Star360.

Stakeholders will be informed about data through grade level data chats.

Specific professional development will be provided through an iReady consultant.

Implementation will be monitored data and classwalks.

Person Responsible

Michelle Cox (mcox@ecsdf.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2021-22 School Accountability Summary indicates that Scenic Heights' subgroup "Students With Disabilities" is under-performing.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students categorized as "Students With Disabilities" will increase their federal index by 8 percentage points going from a federal index of 33% for 2022 to 41% federal index on the 2023 FSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area focus will be monitored through iReady data and STAR 360 data.

Person responsible for monitoring outcome:

Kristina Golloher (kgolloher@ecsdf.l.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Language for Learning
 HMH Into Reading Tabletop Mini Lessons (Reading & English Language Development)
 iReady Assigned Lessons and Tools for Instruction
 Phonics Chip Kit
 Direct instruction in the application of comprehension strategies
 Phonological Awareness Lessons by 95% Group
 Souday Systems

In analyzing the 2022 FSA data, reading comprehension is weak. According to "10 Key Reading Practices for All Elementary Schools", found on What Works Clearinghouse, all elementary students can become proficient readers if:

- Students are taught reading comprehension practices (e.g., paraphrasing information in text) and ways to flexibly apply these practices to reading and understanding a variety of literary and informational texts.
- Students are provided daily opportunities to incorporate learned reading practices (e.g., word meaning practices, comprehension practices) to read and understand a variety of texts.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data metrics to be used iReady and Star360.

Stakeholders will be informed about data through grade level data chats.

Specific professional development will be provided through an iReady consultant.

Implementation will be monitored data and classwalks.

Person Responsible

Michelle Cox (mcox@ecsdf.l.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Generating clear, open communication with the parents of our students helps us avoid misunderstandings and remove feelings of mistrust. We celebrate personal achievement and good behavior by complementing students. This helps them to feel that they are cared for individually. We have also established school norms that build positive values. In addition, we have set consistent discipline and behavior expectations. We continuously model the behaviors that we want to see in our school. Rituals and traditions are created for our school that are fun for students, such as Cracking Up With Chloe, Did You Know, annual Red Ribbon and Literacy Week activities, April Fool's Day, and traditional last day of school countdown.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Employees, families, students, and the community are the stakeholders that work together to promote a positive culture and environment at Scenic Heights Elementary.