

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SCENIC HEIGHTS ELEMENTARY SCHOOL

District Name: Escambia

Principal: Mary Ellen Wiggins

SAC Chair: Jessica Defranco

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/26/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

| |
|--|
| School Grades Trend Data |
| Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data |
| High School Feedback Report |
| K-12 Comprehensive Research Based Reading Plan |

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------------|--------------------|---|------------------------------|--------------------------------|---|
| Assis Principal | Jayne Cecil | Elementary Education Educational Leadership Principal ESOL | 2 | 7 | 2008-2009 Scenic Heights was an "A" school with 95% met AYP. 2009-2010 Scenic Heights was a "B" school with 90% met AYP 2010-2011 Scenic Heights was an "A" School with 100% meeting AYP. 2012-2013 Scenic Heights was a "B" school. |
| Principal | Mary Ellen Wiggins | Early Childhood Elementary Education Educational Leadership School Principal | 5 | 15 | 2008 - 2009 Scenic Heights was an "A" School with 95% AYP 2009-2010 Scenic Heights was a "B" school with 90% met AYP. 2010-2011 Scenic Heights was an "A" School with 100% meeting AYP. 2012-2013 Scenic Heights was a "B" school. |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|------|-----------------------------|------------------------------|--------------------------------------|---|
| NA | NA | NA | | | NA |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---------------------------|---|
| 1 | Hire NCLB Highly Qualified Teachers | Principal assigns consulting teacher for first yr. teachers, assign veteran teachers to experienced teachers new to the school, utilize START teachers. | on-going | |
| 2 | Practicum students and student teachers | UWF | on-going | |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| | |
|---|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| 100% of all instructors at Scenic Heights Elementary are teaching in field and none received a less than an effective rating. | NA |

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 52 | 7.7%(4) | 30.8%(16) | 42.3%(22) | 40.4%(21) | 44.2%(23) | 100.0%(52) | 9.6%(5) | 1.9%(1) | 32.7%(17) |

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-------------|-----------------|-----------------------|------------------------------|
| | | | |

| | | | |
|--|---------------------|------------------------------|---|
| Charlene May (START) April Gunnell (4th Grade Chair) | Amber Sheridan | First Year Teacher | Classroom observations and conversations |
| Melanie Scarborough | Tracey Robinson | New Teacher to our school | A New teacher in-service is held during pre-service to answer campus specific questions. They will meet as necessary with their mentor to share information and ask questions. In addition, they will meet with their grade level monthly. |
| Megan Currie | Jade Loup | | |
| Crystal Medley | Natasha Williams | | |
| Ashley Seitz | Shaina Mitchell | | |
| Paula Paterson | Theresa Dossett | | |
| Sharon Colburn | Kelly Pugh | | |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Scenic Heights Elementary School receives support through Federal, State, and local programs. Title One funds were used to hire four technical assistants. These assistants help tutor students and work in our Science Lab. Title I funds are also used to pay for part of a Technology Coordinator. Title I funds are also used for Staff Development for teachers and staff. In addition, funds are used to pay teacher's stipends, substitutes and pay consultants to come to Scenic Heights and 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 that there are 22 Migrant students at Scenic Heights.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the 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 endorsement on their teaching certificate. Scenic Heights is an ESOL Center and we serve 84 children in grades K-5.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide 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 District Title I Office. At Scenic Heights we have identified 55 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

We used SAI monies to hire tutors to work with struggling students. We also use the funds to purchase software to assess the students' reading level.

Violence Prevention Programs

This school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. 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 2011-12 School Year, our district has implemented the "Bullying" Reporting website. Individuals are able to report bullies anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. 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 1 District Office.

Head Start

NA

Adult Education

Adult Education programs are offered at all high schools.

Career and Technical Education

NA

Job Training

NA

Other

NA

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mary Ellen Wiggins-Principal, Jayne Cecil-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), Jennifer Waldrop (2nd), Jennifer Etheredge(Guidance), Lacy Zimmerman(ESE),Mary Ellen Wiggins (Principal), and Jayne Cecil(Asst. Principal): participates in the Tier Process, offers 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 in to TIER II/III process as well as implement TIER II interventions.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Scenic Heights (SHE) RtI team will meet with the faculty during our pre-planning faculty meeting to review the RtI process. The SHE RtI team will meet regularly to engage in data discussions such as: screening data and progress monitoring data to identify the skill mastery level of students, which drives instructional decisions. In addition, the data is used to determine professional development opportunities and resources. RtI leadership team shares best practices, problem solves, makes decisions, and evaluates the RtI process at Scenic Heights.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met to discuss test results and steps needed to increase learning gains and growth. The team will address all areas of learning which includes academic as well as social/emotional development. Ongoing progress monitoring

data will also be used in development of the School Improvement Plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data sources include, but not limited to: Successmaker, FAIR, Go Math, STAR, chapter/unit test, Write Score and FCAT.

Describe the plan to train staff on MTSS.

Professional development in the RtI process, data collection, data graphing will be offered not only through Scenic Heights, but district initiatives as well. We will continue to use district specialist during common planning time to focus on needed skills. In-service opportunities will be offered throughout the year on instructional strategies, documentation, and data gathering. The team will continually review the professional development needs of the faculty and staff.

Describe the plan to support MTSS.

N/A

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Our Literacy Leadership Team is identified as the Reading Leadership Team (RLT). Members include:
Mary Ellen Wiggins-Principal
Jayne Cecil-Asst. Principal
Janette Calder-Media Specialist
Crissy Medley-2nd grade
Paula Paterson-kindergarten
Melanie Scarborough-3rd grade
Margaret Diamond-4th grade
Jan Webb-5th grade
Gwenda Williams-1st grade

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The leadership team met during the summer to discuss strategies for continued growth in reading. A year long calendar was created with monthly reading focus. Monthly meetings will focus on strategies for differentiated instruction to share at grade level meetings. A time line for meeting these objectives was also implemented.

What will be the major initiatives of the LLT this year?

The RLT will assist teachers with implementation of the strategies presented. Our RLT team and district reading specialist will answer teacher questions and model correct reading strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/9/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

We invite day care centers and public pre-kindergarten students, who are in Scenic Heights' district, to visit our school during the Spring semester. The students tour the school, visit the classrooms, and do an activity with a kindergarten class. The students visit the media center and enjoy a story read by the media specialist.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | Scenic Heights will increase the reading proficiency for third, fourth and fifth grade students by 2 percentage point. |
|---|--|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

| | |
|---|--|
| 2012 Scenic Heights had 68% (395) of the students achieve proficiency in reading. 2011 Scenic Heights had 82% of the students achieve proficiency in reading | Scenic Heights will have 70% at or above proficiency in reading on the 2013 FCAT Test. |
|---|--|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|--------------------------------|
| 1 | Implementation of Differentiated Instruction | 1. Continue with FAIR testing. 2. Disaggregate data 3. Workshops by Verna Smith, on campus, in Differentiated Instruction 4. Continue to use Ipads and smart boards as part of the reading centers. 5. Hire technical assistants to work with students that are struggling in reading or need reading enrichment. | Principal Assistant Principal Classroom Teacher | FAIR Data STAR Data Benchmark Testing in Reading Series SuccessMaker Data | FAIR Data STAR Data FCAT |
| 2 | Implementing Common Core | 1. workshops and professional development on common core | Principal, Assistant Principal, Classroom Teacher | Observation | PARCC |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|----|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: | NA |
|--|----|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

| | |
|----|----|
| NA | NA |
|----|----|

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---------------------|----------|---|---|-----------------|
|---------------------|----------|---|---|-----------------|

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | Scenic Heights Elementary will increase by 1% the percentage of students scoring levels 4 and 5 in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Grade 3- 34% (50) scoring at levels 4 and 5 Grade 4 - 45% (60)scoring at levels 4 and 5 Grade 5 - 29% (40) scoring at levels 4 and 5 In 2011: Grade 3 - 42% scoring at levels 4 and 5 Grade 4 - 36% scoring at levels 4 and 5 Grade 5 - 49% scoring at levels 4 and 5 | Grade 3 - 35% will score at levels 4 and 5 Grade 4- 46% will score at levels 4 and 5 Grade 5 - 30% will score at levels 4 and 5 |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|-------------------------------------|
| 1 | Implementation of Differentiated Instruction | 1. Continue with FAIR testing 2. Teachers will continue to work with the district's reading teacher to have differentiated reading instruction. 3. Disaggregate the Data 4. 90 minute uninterrupted reading block 5. Continue implementation of Ipads, Smartboards as part of reading centers 6. Technical Assistants will work with students with reading enrichment activities 7. Accelerated Reading will encourage students to continue reading. | Principal Assistant Principal Classroom Teacher | Reading blocks will be monitored by administration Classroom Teacher | FCAT Reading, Classroom Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|-------------------------------------|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: | NA |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA | NA |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|----------|---|---|-----------------|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | Scenic Heights Elementary School will increase by at least 1% the percentage of students making learning gains in reading based on school grade criteria. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 63% of students made learning gains in reading In 2011, 75% of students made learning gains in reading. | At least 64% of students will make learning gains in reading in 2013. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|---|--|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Implementation of Differentiated Instruction | 1. Continue with FAIR testing 2. Disaggregate data 3. Tyner Method for Differentiated Instruction. 4. SES is offered to our lower performing students through Title I | Principal Assistant Principal Classroom Teacher | Reading Blocks will be monitored by administration, Classroom Walkthroughs | FCAT Reading results, classroom Assessment |
| 2 | Attendance and tardies | To maintain attendance and decrease the number of tardies which effects reading instruction. | Principal Assistant principal Data Clerk | Attendance and tardy reports | Attendance and tardy reports |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|-------------------------------------|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---------------------|----------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 1 | N/A | N/A | N/A | N/A | N/A |
|---|-----|-----|-----|-----|-----|

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4: | Scenic Heights Elementary will increase by 3% the percentage of students in the lowest 25% making learning gains in reading based on school grade criteria. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 48% (30) of students in the lowest 25% made learning gains in reading | At least 51% of students in the lowest 25% will make learning gains in reading |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|---|
| 1 | Implementation of Differentiated Instruction | 1. Continue FAIR testing 2. Disaggregate the data 3. Words Their Way Workshops 4. Implement use of Ipads, Smartboards as part of reading centers 5. SES will be available to our lower quartile performing students | Principal Assistant Principal Classroom teacher | Reading blocks monitored by administration, Classroom Walkthroughs | FCAT Testing Results Classroom Assessments |
| 2 | Attendance and tardies | Monitor attendance and tardy reports | Principal Assistant Principal Data Clerk | Attendance and tardy reports | Attendance and tardy reports |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

| | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal # Scenic Heights will work to reduce the achievement gap and reach 80% proficient by 2015. 5A : | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 68 | 72 | 75 | 77 | 80 | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | Scenic Heights will increase by 1%, the percentage of students in each ethnicity group making satisfactory performance in reading. Percentage of each ethnicity not making satisfactory progress in reading at Scenic Heights in 2012 is as follows: |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percent of each ethnicity making satisfactory progress in reading at Scenic Heights in 2012 is as follows: | |

| | |
|---|---|
| Asian: 72% Black/African American: 48% Hispanic: 56% ESOL: 45% SWD: 35% ECO DIS: 64% | Scenic Heights will increase the percentage of students in the ethnicity groups from 66% to 67% making satisfactory performance in reading. |
|---|---|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|------------------------------|
| 1 | Attendance and tardies | To maintain attendance and decrease the number of tardies which effects reading instruction | Principal Assistant Principal, Guidance Counselor and classroom teacher | Attendance and tardy reports | Attendance and tardy reports |
| 2 | Student knowledge deficient and need for differentiated instruction | Continue to monitor student progress through FAIR, SuccessMaker, Tyner and SRA, and AR Use tutors to help low performing studnets | Classroom Teacher, Principal and Data Power Team | FAIR, Curriculum Assessment | FCAT |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | Percent of English Language Learners (ELL) not making satisfactory progress in reading at Scenic Heights in 2012 is 55%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percentage of English Language Learners (ELL) making satisfactory progress in reading at Scenic Heights in 2012 is 45%. | Scenic Heights will increase by 1%, the percentage of English Language Learners (ELL) students making satisfactory performance in reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|-------------------------------------|--|--|---|-----------------|
| 1 | Need for Differentiated Instruction | Implement Differentiate strategies, provide tutoring services, utilize ESOL strategies | ESOL teachers, classroom teachers, principal and assistant principal | Monitor data notebook, grades, FAIR data and cella data | FCAT reading |
| 2 | Lack of reading coach | workshops on differentiated instuction, implemennting common core | principal, assistant principals, ESOL teachers, classroom teachers | data meetings, | FCAT reading |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | Scenic Heights students with disabilities not making satisfactory progress in 2012 was 65% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Scenic Heights students with disabilities making satisfactory progress in 2012 was 35% | Scenic Heights students with disabilities making progress will increase by 1% to 36%. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|---|---|-----------------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Instructional is lower than assessment level | Increase the number of students receiving inclusion services | ESE teacher, inclusion teacher, general teacher, principal, assistant principal | review FAIR data, IEP goals and progress | FAIR reports and FCAT |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | At Scenic Heights, reading proficiency will increase by at least 1% for the economically disadvantaged students. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012 100% of 64% of economically disadvantaged students met the criteria for reading | In 2013, 65% of our economically disadvantaged students will be proficient in reading. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|-------------------------|---|--|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students reading below grade level and students reading at various ability levels | Small group instruction | Classroom Teacher | Beginning of the Year and End of the Year Assessments and periodic classroom assessments | FCAT Reading 2.0 FAIR SRA Imagine It |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|---|--|-----------------------------------|--|
| Tyner Method, Model of Excellence, Differentiated Instruction, Book Stud | K-5 | Verna Smith | School Wide | September 2012 | Classroom Walkthrough | Principal, Assistant Principal |
| Book Study | K-5 | Jayne Cecil | School Wide | October 2012 | Classroom Walkthrough | Principal, Assistant Principal |
| Technology Resources/ | K-5 | James Bishir | School Wide | On going | Classroom Walkthrough, | Principal, Assistant Principal, Technology Coordinator |
| Reading Leadership | K-5 | Melanie Scarborough | School Wide | On going | FCAT Improvement | Principal, Assistant Principal |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|-----------------------------|-------------------|--------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Purchase AR/STAR | Reading Renaissance | Title I | \$3,386.00 |
| | | | Subtotal: \$3,386.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Success Maker | reading software | internal accounts | \$8,500.00 |
| Computers | purchase additional laptops | district funds | \$13,000.00 |
| | | | Subtotal: \$21,500.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Book Study | books | Title I grant | \$400.00 |
| Curriculum planning | Reading Leadership Team | Title I | \$200.00 |
| | | | Subtotal: \$600.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$25,486.00 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | | | | |
|---|---|---|---|--|-----------------|
| 1. Students scoring proficient in listening/speaking. | | Scenic Heights will increase the number of ELL students who score proficient in listening/speaking by 1% | | | |
| CELLA Goal # 1: | | | | | |
| 2012 Current Percent of Students Proficient in listening/speaking: | | | | | |
| 23% (26) Scenic Heights ELL students scored proficient in listening/speaking. | | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Attendance | Increase the number of students scoring proficient on listening/speaking through the use of differentiated instruction. | School administration, ELL teachers | Simulation test, class assessments, class-walkthroughs | CELLA |
| | Students working at various listening and speaking levels | Implement Differentiated Instruction | School Administrators, ELL Teachers | Class assessments, classroom walk-throughs | CELLA |

| | | | | |
|---|--|---|--|--|
| 2 | | Dis-aggregate Data Utilize volunteers/tutors for small group instruction | | |
|---|--|---|--|--|

Students read in English at grade level text in a manner similar to non-ELL students.

| | |
|--|---|
| 2. Students scoring proficient in reading. CELLA Goal #2: | Scenic Heights will increase the number of ELL students who score proficient in reading by 1% |
|--|---|

2012 Current Percent of Students Proficient in reading:

25% (28) scored proficient on the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|-----------------|
| 1 | Attendance | Increase the number of students proficient in reading through the use of differentiated instruction. | School administration, ELL teachers | Simulation test, teacher assessments, observation, classroom walk throughs | CELLA |
| 2 | Students working at various levels in Reading comprehension and fluency | Implement and use differentiated instruction Continue to dis-aggregate data Utilize Volunteers/tutors for small group instruction | School administration, ELL teachers | teacher created assessments, observations | CELLA |

Students write in English at grade level in a manner similar to non-ELL students.

| | |
|--|---|
| 3. Students scoring proficient in writing. CELLA Goal #3: | Scenic Heights will increase the number of students scoring proficient in writing by 1% |
|--|---|

2012 Current Percent of Students Proficient in writing:

22% (24) students scored proficient on CELLA writing.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|-----------------|
| 1 | School attendance | Increase the number of students scoring proficient in writing through the use of Lucy Calkins and skills learned in pre-service writing training | School administration, ELL teachers | simulation test, teacher assessments and observations, classroom walk-throughs | CELLA |
| 2 | Students working at various levels in writing across the curriculum | Increase modeling of writing process Implement differentiated instruction | School Administrators, ELL teachers, K-5 teachers | class assessments, monthly writing prompts, observation | CELLA |

| | | | |
|--|---|--|--|
| | Utilize volunteers and tutors for small group instruction | | |
|--|---|--|--|

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | Scenic Heights Elementary will increase by 4% the percentage of students achieving at or above proficiency in math based on the 2013 FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2010 79% of students achieved proficiency in math. In 2011 84% of students achieved proficiency in math. In 2012 66% (410) of students achieved proficiency in math. | In 2013, at least 70% will achieve proficiency in math. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--------------------------------|---|---|---|--|
| 1 | Differentiated Instruction | 1. Attend additional Go Math in-service. 2. Go Math "Grab and Go" activities will be utilized in centers | Principal, Assistant Principal | Classroom Walk-throughs | FCAT Math Results Go Math Tests |
| 2 | Attendance | Closely monitor tardies and absences. | Principal, Assistant Principal | Attendance Reports | Attendance Reports |
| 3 | Comprehension of word problems | Small group instruction Hands on instruction Successmaker Math | K-5 teacher School Administrators | Classroom Walk-Throughs Assessments, grade level meetings. | SMe Reports, FCAT Math, Go Math Test |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. | SHE will increase by 1% the percentage of students |
|--|--|

| | |
|---|--|
| Mathematics Goal # 2a: | achieving above proficiency in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Scoring level 4 or 5: Grade 3: 35% (48), Grade 4: 49% (65); Grade 5: 24% (33) | Scoring Level 4 or 5: Grade 3: 36%; Grade 4: 50%; Grade 5: 24% |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|--------------------|
| 1 | Familiarity with math series, Go Math! | 1. Attend additional Go Math in-service. 2. Disaggregate data. | Principal, Assistant Principal | Classroom walk-throughs | FCAT Math results |
| 2 | Attendance | Closely monitor tardies and absences. | Principal, Assistant Principal | Attendance Reports | Attendance Reports |
| 3 | Parent's ability to help students at home | Parent/student workshops in math strategies | Principal, assistant principal, Classroom Teachers | Sign in sheets | FCAT Math Results |
| 4 | Enrichment Activities | Offer after school enrichment activities for those students having scored 3, 4, or 5 on the FCAT | Principal, Assistant Principal, Classroom Teachers | Attendance sheets for the after school program | FCAT Math Results |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|-------------------------------------|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a: | SHE will increase by 1%, the percentage of students making learning gains in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

In 2010 64% of students made learning gains in math.
 In 2011 69% of students made learning gains in math.
 In 2012 64% of students made learning gains in math.

At least 65% of students, grade 3-5, will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | Continue with in-service for the mathematics series: Go Math! | 1. Attend additional Go Math In-service. 2. Disaggregate data. | Principal, Assistant Principal, district math person | Classroom Walkthroughs | FCAT Math Results Go Math Assessments |
| 2 | Attendance | Closely monitor tardies and absences. | Principal, Assistant Principal | Attendance Reports | Attendance Reports |
| 3 | Provide extra help to improve math skills | Tutors will be provided for students who are struggling with some math concepts. Enrichment will be provided to students who need strategies to continue to excel. | Principal, Assistant Principal, classroom teacher, tutors | Classroom Walkthroughs, grade level meetings | FCAT Math Results, Go Math assessment tests |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|-------------------------------------|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | At SHE, math proficiency for students in the lower quartile will maintain or increase by 1%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2010 70% of students in the lowest quartile made learning gains in math. In 2011 70% of students in the lowest quartile made learning gains in math. In 2012 55% of students in the lowest quartile made learning gains in math. | At least 56% of students in the lower quartile will make learning gains in math. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Continue in-service activities with the mathematics series: Go Math! | 1. Attend additional Go Math in-service. 2. Disaggregate data. | Principal, Assistant Principal | Classroom Walk-throughs | FCAT Math results, Go Math Assessments |
| 2 | Attendance | Closely monitor tardies and absences | Principal, Assistant Principal | Attendance Report | Attendance Report |
| 3 | Additional help for struggling students | Tutors will be provided to those students who are struggling with the math concepts | Principal, Assistant Principal, classroom teacher, tutor | Grade Level meetings, tutor reports on students | Go Math Assessment, FCAT Math |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

| | | | | | | |
|--|-----------|---|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Elementary School Mathematics Goal # In six years Scenic Heights will reduce their achievement gap by 50%. 5A : | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 66 | 73 | 76 | 79 | 81 | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | SHE will increase by 1%, the percentage of students in each ethnic subgroup making learning gains in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The percent of each ethnicity making satisfactory progress in mathematics at Scenic Heights in 2012 is as follows: Asian 78% African American / Black 39% Hispanic 72% White 71% | At Scenic Heights, math proficiency will increase to meet the 2013 math target. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------------------------|---|---|---|-----------------|
| 1 | Knowledge of foundational/basic facts | Small group instruction Hands-on learning activities SuccessMaker | Classroom Teacher Administrators | Classroom Walkthroughs, SMe reports | FCAT Math |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | SHE will increase by 1%, the percentage of ELL students making learning gains in math. |
|---|--|

| | |
|--|--|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The percent of ELL students at Scenic Heights not making satisfactory progress is 39% The percent of ELL students at Scenic Heights making satisfactory progress is 61% | Scenic Heights will increase by 1%, the percentage of ELL students making satisfactory performance in mathematics. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--------------------------------------|--|---|---|-----------------|
| 1 | Implement Differentiated Instruction | Implement Differentiate strategies, provide tutoring services, utilize ESOL strategies | K-5 teachers School Administrators | Classroom Walk-throughs, Assessments | FCAT 2.0 Math |
| 2 | Lack of Math Coach | Small group instruction, workshops on differentiated instruction, implementing common core | K-5 teachers School Administrators | Classroom Walk-throughs, Assessments | FCAT 2.0 Math |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | SHE will increase by 1%, the percentage of SWD students making learning gains in math. |
|--|--|

| | |
|--|--|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The percent of SWD students at Scenic Heights not making satisfactory progress is 72% The percent of SWD students at Scenic Heights making satisfactory progress is 28% | Scenic Heights will increase by 1%, the percentage of SWD students making satisfactory performance in mathematics. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------------------|--|---|---|------------------------------|
| 1 | Math instructional level varies | Inclusion Small group instruction workshops on differentiated instruction, implementing common core | School administrators, K-5 teachers | BOY/EOY Assessments, classroom tests | FCAT 2.0 Math, GO Math asst. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: | SHE will increase by 1%, the percentage of Economically Disadvantaged students making learning gains in math. |
|---|---|

| | |
|---|--|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The percent of Economically Disadvantaged students at Scenic Heights not making satisfactory progress is 61%. | Scenic Heights will increase by 1% the percentage of Economically Disadvantaged students making satisfactory performance in mathematics. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---------------------|----------|---|---|-----------------|
| | | | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|-------------------------------------|---|---------------------------------------|--|-------------------------------|
| 1 | Aligning instruction to Common Core | Implementing math series aligned with Common Core | School Administration K-5 teachers | Go Math data, FCAT asst., classroom observations | FCAT 2.0 Math, Go Math, PARCC |

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Common Core | K-5 | District facilitator | all teachers | Fall 2012 | FCAT | Principal, Assistant Principal |
| Go Math | Fifth Grade | Ramona Wright | All fifth grade teachers | August 2012 | Classroom Walkthrough | Principal and Assistant Principal |
| Data | K-5 | data power team | all grade levels | on going | Data Notebooks | Principal, assistant principal, data power team |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|--------------------------|------------------|---------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| tutors will work with struggling students | Tutors | Title I | \$7,000.00 |
| | | | Subtotal: \$7,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Success Maker | software for math | Internal account | \$8,500.00 |
| | | | Subtotal: \$8,500.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Common Core Workshop | District | district funds | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$16,500.00 |

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: | SHE will increase by at least 1% the percentage of students achieving proficiency on the 5th grade FCAT Science test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 54% of 5th grade students scored at least a level 3 on the FCAT Science. | At least 55% of 5th grade students will score a level 3 or higher on the FCAT Science |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|----------------------|
| 1 | Implementation of Differentiated Instruction New Science Series | 1. Continue monthly science tests in fifth grade 2. Twice a year test will be given and assessed by Write Score 3. Continue to disaggregate the data 3. Weekly visits to science lab 4. Teachers will attend inservice for the new science series | Principal, Assistant Principal, Teachers, Science Series Presenter | Classroom walk-throughs Grade level meetings | FCAT Science Results |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | Scenic Heights Elementary will increase the number of students scoring Level 4 or 5 in the FCAT Science by 1 percentage point. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| 24% scored level 4 or 5 on the FCAT Science. | | | At least 25% of 5th grade students will score at level 4 or 5 on the FCAT Science test. | | |
|---|--|---|---|---|---|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Implementation of Differentiated Instruction | 1. Weekly visits to the science lab 2. Disaggregate data 3. Write Score Science | Principal, Assistant Principal, Teachers | Classroom Walk-throughs | FCAT Science Results |
| 2 | The new Science Series | Inservice for teachers on the implementation of the new series | Principal, Assistant Principal, Textbook Consultant | Classroom Walk-throughs, Grade level meetings | FCAT Science Results, Write Score Science Results |

| | |
|--|-------------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---------------------|----------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | N/A | N/A | N/A | N/A | N/A |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|--|---|--|-----------------------------------|---|
| Differentiated Instruction in Science/Cross Curricular Connections | K-5 | Administrators, teachers, tech coordinator, district science | K-5 | Quarterly | Classroom walk-through | Administrators |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Science Night | Emerald Coast Science Center is providing activities for parents and students | Science budget | \$450.00 |
| | | | Subtotal: \$450.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Scope and Sequence for fourth and fifth grade | Consultant will provide training for teachers on strategies for covering all the benchmarks | Science | \$65.00 |
| | | | Subtotal: \$65.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$515.00 |

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
|--|--|---|--|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | | Scenic Heights will increase the percentage of students scoring 4.0 and above to 35%. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 84% of 4th grade students scored 3.0 or higher and 33% scored 4 and above | | 35% of 4th graders will score 4 and above on Florida Writes | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Implementation of Differentiated Instruction | 1. Monthly Writing Prompts 2. Writing is taught everyday 3. Use of document camera to share writing prompts. 4. Update printers to produce student work. | Principal Assistant Principal Classroom Teacher | Monitor and read prompts Classroom Walkthroughs | FCAT Writing results, monthly school wide results |
| 2 | Proper Scoring of Writing Prompts | 1. Write Score will provide and score the prompt twice a year for third and fourth grade students. | Principal, Assistant Principal | Monitor Scores of writing prompts | Write Score results, Florida Write Scores |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | | | | |
|--|-------------------------------------|---|---|-----------------|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | N/A | | | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | |
| N/A | N/A | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Scoring Workshop | School wide | Brian Spivey | school wide | Fall | Monthly Writing Prompts | Escambia Writes and Florida Writes |
| Step Up to Writing | 2-5 | Brian Spivey | 2-5 | Fall | Monthly Writing Prompts | Escambia Writes and Florida Writes |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------------|----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Step Up to Writing | Purchase the materials for all teachers | Title I and Title II | \$5,000.00 |
| Write Score | purchase software | SAI | \$3,500.00 |
| | | | Subtotal: \$8,500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Scoring training | district personnel will train teachers in scoring prompts | title I | \$50.00 |

| | | | |
|-------------------------|--------------------------|----------------|-------------------|
| | | | Subtotal: \$50.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Grand Total: \$8,550.00 | | | |

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|---|--|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Attendance Attendance Goal #1: | Scenic Heights has a Daily Average Attendance (ADA) of 95.7%. We will maintain or increase this average. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| SHE Average Daily Attendance (ADA) is 95.7%. | SHE Average Daily Attendance, 95.7% will maintain or increase. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| Scenic Heights students with excessive absences (10 or more) 275. | Scenic Heights will decrease the number of excessive absences (10 or more) by 1% (2 students) |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| SHE students with excessive tardies (10 or more) was 190. | SHE will decrease the number of excessive tardies (10 or more) by 1% (2 students) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | Family Emergencies, Transportation, Illness | 1. Recognition of perfect attendance and zero tardies. 2. Continuation of School Wide Behavior Plan. 3. Encourage use of hand sanitizers. 4. Distribution of Flu-Mist. 5. Increase use of bus transportation. 6. Daily Recognition of Zero-Tardies classrooms on Morning News. | Principal, Assistant Principal | Attendance Reports, Clinic Reports, Transportation Reports | Reports, Clinic Reports, Transportation Reports |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|---|---|
| Daily Attendance and Tardies | K-5 | Principal and Asst. Principal | Faculty and Staff K-5 | On-Going | New Tardy/Early Check-out Plan discussed at Pre-Service(8/2012); Continue to discuss data and implement strategies. Continue to monitor attendance, meet with parents and reward students for on-time and in school behaviors. | Principal,Asst. Principal, Guidance Counselor |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|--|--------------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Certificates for zero tardy classrooms | Certificates are from Sonic and What-a-burger for free items. | | \$0.00 |
| Stickers/Ribbons/Medals for on time behavior and perfect attendance | Office staff creates stickers to pass out to students, as well as purchase ribbons and medals. | school improvement | \$358.00 |
| Subtotal: | | | \$358.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |
| Grand Total: | | | \$358.00 |

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal # 1: | Scenic Heights (SHE) will decrease the number of students with Out-of-School and In-School-Suspensions by 1 in each area. |

| | |
|--|--|
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| There were 25 In-School Suspensions. | Scenic Heights will decrease the number of In-School Suspensions by 1. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| The total number of students suspended in school was 24. | SHE will decrease the number of students suspended by 1. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| The number of Out-of-School suspensions is 11. | The number of Out-of-School Suspensions will decrease by 1. |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| The number of students suspended Out-Of-School was 11. | SHE will decrease the number if students suspended by 1. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|----------------------|--|--|--|--|
| 1 | Duplicated Referrals | Positive Behavior Plan Bulldogs Don't Bully Cafeteria Redlight/Greenlight | Principal Assistant Principal Guidance Counselor Responsibility Team | Analyze discipline data by grade level; analyze citizenship reports; Caught Being Good Bones and rewards | Discipline Referrals, Citizenship grades, attendance |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|--|---|--|---|---|
| Discipline Intervention Strategies | K-5 | Guidance Counselor, Principal, Asst. Principal | Faculty and Staff grades K-5 | On-Going | Discussing during grade level meetings and responsibility team meetings | Guidance Counselor, Principal, Asst. Principal |
| Anti bullying in-service | K-5 | Guidance Counselor | faculty, staff and students K-5 | Fall 2012 | discipline referrals | Principal, assistant principal and guidance counselor |

Suspension Budget:

Evidence-based Program(s)/Material(s)

| Strategy | Description of Resources | Funding Source | Available Amount |
|---------------------------------|--------------------------|---------------------------|------------------------------|
| Cought Being Good Stickers | stickers | school improvement monies | \$358.00 |
| | | | Subtotal: \$358.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$358.00 |

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
|---|--|--|---|---|-----------------|
| 1. Parent Involvement | | | | | |
| Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | Scenic Heights will maintain or increase the percentage of parents involved in school activities by 1%. | | | |
| 2012 Current Level of Parent Involvement: | | 2013 Expected Level of Parent Involvement: | | | |
| 40% (320) of Scenic Heights parents participated in school activities in 2011-2012. | | 41% of Scenic Heights parents will participate in school activities in 2012-2013. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Parent's Work Schedule | 1. Offer activities/meetings at various times of the day. 2. Share information via school website 3. Use of LCD projector to share information with parents. | Principal, Assistant Principal | Sign in sheets | Sign in sheets |
| 2 | Parents are not always sure how to help their children with academics. | 1. Teachers will offer family education nights. 2. District Specialist will offer parenting sessions. | Principal Assistant Principal | Sign in sheets | Sign in sheets |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|------------------------------------|--|--|-----------------------------------|--|
| Parent Reading Workshop | 3-5 | Grade Level Chairs | 3-5 | Spring 2013 | Sign in sheets | Teachers, tech coordinator, Principal, Asst. Principal |
| Volunteer training | K-5 | Jayne Cecil and Parent Coordinator | school wide | September | Sign in sheets | Assistant Principal |
| Parent Writing Workshop | 4th grade | 4th grade teachers | 4th grade | Fall 2012 | Sign in sheets | Teachers, tech coordinator, Principal, Asst. Principal |
| Parent Science Workshop | K-5 | April Gunnell | K-5 | Fall 2012 | sign in sheets | Teachers, tech coordinator, Principal, Asst. Principal |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|--|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Core Curriculum parent workshops | Teachers will provide training for parents in Reading, Math, Science, and Writing. | Title 1 | \$0.00 |
| Kindergarten Screenings | Teachers will meet with students and parent before school to screen for skill level. | Title 1 | \$900.00 |
| 1st Grade Parent Conferences | Teachers will meet with parents to discuss progress and new reading initiative. | Title 1 | \$455.00 |
| | | | Subtotal: \$1,355.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Use math, reading, and science online resources. | SRA Imagine It, Go Math, Pearson Interactive student and parent online resources. | N/A | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Sharing information and strategies parents. | Supplemental supplies for: orientation, open house, annual meeting and family events | Title 1 | \$100.00 |
| | | | Subtotal: \$100.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Refreshments to encourage attendance at Family Education Night. | Pizza, cookies, drinks, paper plates, napkins, cups, etc. | Title 1 | \$200.00 |
| | | | Subtotal: \$200.00 |
| | | | Grand Total: \$1,655.00 |

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |
|---|--|--|--|---|------------------------------------|
| 1. STEM STEM Goal #1: | | Utilizing the school data for science and math our teachers will focus on incorporating more technology for students in math and science. This is a new goal therefore, we will establish the baseline data this year. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited exposure to technology/engineering resources | 5th grade attend Starbase Atlantis Weekly Science Lab (3rd-5th) Bi-weekly Science Lab (K-2) Increase use of Go Math/Imagine IT/Interactive Science online resources | School Administrators K-5 teachers Science Lab instructors Technology Coordinator | BOY/EOY Go Math Science Lab obs. Increase use of hands on technology | FCAT Science and Math, Go Math EOY |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|---|--|-----------------------------------|--|
| Level of technology use in the classroom/Tech Tuesdays | K-5 | Technology Coordinator | School-wide | On-going | Sign in sheets | School administrator Technology Coordinator |
| Science Workshops | K-5 | District Science Dept. | K-5 | Summer 2012, on-going | Sign In sheets | School administrators |

STEM Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|------------------------------------|----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Differentiated instruction in Science and cross curricular instruction. | Scienc night for third, fourth and fifth grade parents and students | Science funds | \$450.00 |
| Hands on instruction and benchmark mastery | Students will have a hands on science lab at least once a week. | supplementall academic Instruction | \$7,000.00 |
| | | | Subtotal: \$7,450.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |

| | | | |
|---|--|----------------|--------------------------|
| To improve the students ability in math | Software purchased to help students master the benchmarks for math | Title I | \$17,000.00 |
| | | | Subtotal: \$17,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$24,450.00 |

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|---|--|------------------------------------|-----------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Purchase AR/STAR | Reading Renaissance | Title I | \$3,386.00 |
| CELLA | | | | \$0.00 |
| Mathematics | tutors will work with struggling students | Tutors | Title I | \$7,000.00 |
| Science | Science Night | Emerald Coast Science Center is providing activities for parents and students | Science budget | \$450.00 |
| Writing | Step Up to Writing | Purchase the materials for all teachers | Title I and Title II | \$5,000.00 |
| Writing | Write Score | purchase software | SAI | \$3,500.00 |
| Attendance | Certificates for zero tardy classrooms | Certificates are from Sonic and What-a-burger for free items. | | \$0.00 |
| Attendance | Stickers/Ribbons/Medals for on time behavior and perfect attendance | Office staff creates stickers to pass out to students, as well as purchase ribbons and medals. | school improvement | \$358.00 |
| Suspension | Cought Being Good Stickers | stickers | school improvement monies | \$358.00 |
| Parent Involvement | Core Curriculum parent workshops | Teachers will provide training for parents in Reading, Math, Science, and Writing. | Title 1 | \$0.00 |
| Parent Involvement | Kindergarten Screenings | Teachers will meet with students and parent before school to screen for skill level. | Title 1 | \$900.00 |
| Parent Involvement | 1st Grade Parent Conferences | Teachers will meet with parents to discuss progress and new reading initiative. | Title 1 | \$455.00 |
| STEM | Differentiated instruction in Science and cross curricular instruction. | Scienc night for third, fourth and fifth grade parents and students | Science funds | \$450.00 |
| STEM | Hands on instruction and benchmark mastery | Students will have a hands on science lab at least once a week. | supplementall academic Instruction | \$7,000.00 |
| | | | | Subtotal: \$28,857.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Success Maker | reading software | internal accounts | \$8,500.00 |
| Reading | Computers | purchase additional laptops | district funds | \$13,000.00 |
| CELLA | | | | \$0.00 |
| Mathematics | Success Maker | software for math | Internal account | \$8,500.00 |
| Parent Involvement | Use math, reading, and science online resources. | SRA Imagine It, Go Math, Pearson Interactive student and parent online resources. | N/A | \$0.00 |
| STEM | To improve the students ability in math | Software purchased to help students master the benchmarks for math | Title I | \$17,000.00 |
| | | | | Subtotal: \$47,000.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Book Study | books | Title I grant | \$400.00 |
| Reading | Curriculum planning | Reading Leadership Team | Title I | \$200.00 |
| CELLA | | | | \$0.00 |

| | | | | |
|--------------------|---|---|----------------|--------------------------|
| Mathematics | Common Core Workshop | District | district funds | \$1,000.00 |
| Science | Scope and Sequence for fourth and fifth grade | Consultant will provide training for teachers on strategies for covering all the benchmarks | Science | \$65.00 |
| Writing | Scoring training | district personnel will train teachers in scoring prompts | title 1 | \$50.00 |
| Parent Involvement | Sharing information and strategies parents. | Supplemental supplies for: orientation, open house, annual meeting and family events | Title 1 | \$100.00 |
| | | | | Subtotal: \$1,815.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| CELLA | | | | \$0.00 |
| Mathematics | N/A | N/A | N/A | \$0.00 |
| Parent Involvement | Refreshments to encourage attendance at Family Education Night. | Pizza, cookies, drinks, paper plates, napkins, cups, etc. | Title 1 | \$200.00 |
| | | | | Subtotal: \$200.00 |
| | | | | Grand Total: \$77,872.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> Priority | <input checked="" type="checkbox"/> Focus | <input checked="" type="checkbox"/> Prevent | <input checked="" type="checkbox"/> NA |
|--|---|---|--|

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/26/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

| Describe projected use of SAC funds | Amount |
|-------------------------------------|--------|
| No data submitted | |

Describe the activities of the School Advisory Council for the upcoming year

We will meet at least eight times this year. The council will review the school budgets, school improvement plan, parent involvement plan, and other school related items.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

| Escambia School District SCENIC HEIGHTS ELEMENTARY SCHOOL 2010-2011 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 82% | 84% | 76% | 69% | 311 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 75% | 69% | | | 144 | 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 75% (YES) | 70% (YES) | | | 145 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 600 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Escambia School District SCENIC HEIGHTS ELEMENTARY SCHOOL 2009-2010 | | | | | | |
|---|----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 77% | 79% | 79% | 52% | 287 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 65% | 64% | | | 129 | 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 48% (NO) | 70% (YES) | | | 118 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 534 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | B | Grade based on total points, adequate progress, and % of students tested |