

School Plan History Log

Shelby County (792) Public District - FY 2019 - Scenic Hills Elementary (792-2633) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
9/26/2018 5:16:45 PM	Deborah Currie	Status changed to 'LEA School Plan Reviewer Approved'.	S
9/26/2018 5:07:22 PM	Penny Tubbs	Status changed to 'School Plan Reviewer Approved'.	S
9/26/2018 5:06:13 PM	Penny Tubbs	Status changed to 'Draft Completed'.	S
9/26/2018 5:05:04 PM	Penny Tubbs	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
9/21/2018 4:56:09 PM	Krystal Bledsoe	Status changed to 'Draft Completed'.	S
9/7/2018 2:28:54 PM	Penny Tubbs	Status changed to 'School Plan Reviewer Returned Not Approved'.	S
8/31/2018 12:52:02 PM	Krystal Bledsoe	Status changed to 'Draft Completed'.	S
7/11/2018 9:52:17 AM	Krystal Bledsoe	Status changed to 'Draft Started'.	S
1/3/2018 4:53:58 PM	ePlan Administrator	Status changed to 'Not Started'.	S

School Planning Team

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Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, other school leaders, paraprofessionals in the school, administrators (including administrators of Title programs), students (if a secondary school), other appropriate school personnel, and with parents of students.

Scenic Hills Elementary School's 2018-19 TSIP Planning Committee

Erica Key, Principal

Arlandra Parker, Assistant Principal

Krystal Bledsoe, PLC Coach

Margret Tillman, Instructional Curriculum Coach

Tujuana Wallace, Professional School Counselor

Lauren Tucker, Teacher Leader

Kendra Mull, Parent Member

William Morrison, Federal Programs Advisor

Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.

Scenic Hills Elementary School is committed to collaboratively involving all stakeholders in the education of our students. Hence, various stakeholders are vital partners in the development and monitoring of the school plan. The team uses data to analyze the current state of the school, identifying successes and areas for improvements and creating priorities, goals, and strategies. All stakeholders, including students, parents, teachers, and community members attend informal listening meetings, trainings, and complete surveys, monthly. Also, the school has an Instructional Leadership Team (ILT), which provides teachers with weekly support through modeling, co-teaching experiences, professional development, planning assistance, and informal observational feedback. Lastly, the ILT meets monthly to review specific components of the plan to ensure that we are following the plan and revising the plan based on students needs.

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CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	21.1				10.7
- Asian					*
- Black or African American	20				10.5
- Hispanic or Latino	*				*
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*
- White	*				*
Economically Disadvantaged	20.4				9.8
Students with Disabilities	3.3				**
English Learners					*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

All Students

Scenic Hills Elementary students in grades 3-5 were administered the TNReady Assessment in ELA during the 2017-2018 school year. After analyzing 2018 TNReady Assessment Data for all students, there was a slight increase of 1.4% in ELA Proficiency. In ELA, overall proficiency increased from 10.1% in 2017 to 11.5% in 2018. The increase in ELA Proficiency can be attributed to daily, structure planning and deliberate practice time. During this time, teachers were not only allow time to plan lessons, but also collaborate with peers for deliberate practice. Though a slight increase in proficiency in ELA, there were distinct challenges. A major challenge was the

implementation of a new literacy curriculum, *Expeditionary Learning*. Teachers struggled transitioning from one curriculum to another in the middle of the year and ensure all tested standards were mastered.

Economically Disadvantaged Students:

In ELA, Economically Disadvantaged Students decreased proficiency by 2.4% on the 2018 TNReady Assessment. Overall proficiency decreased from 9.2% in 2017 to 6.8% in 2018. Both fourth and fifth grades showed negative growth in ELA, fourth grade decreased by 1.9% while fifth grade a significant 8.0%. These two grade level students struggled adapting to the protocols and strategies of the new curriculum. Nevertheless, third grade showed progress by increasing by 2.2% in ELA.

Students with Disabilities:

In ELA, Students with Disabilities (SWD) showed no overall growth in proficiency. However, the ELA data showed overall progress for Students with Disabilities. The data suggests less students scoring in the below percentile. Thus, more students scored in the approaching percentile. The progress can be attributed to structured, individualized instruction and effective support during inclusion.

B/H/N Subgroup:

Scenic Hills Elementary serves 100% of students who identify as Black or African American. Thus, the data for the B/H/N Subgroup is the same as the data for all students on the 2018 TNReady Assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Scenic Hills Elementary does not have an EL subgroup.

3-8 Mathematics - Data Tables

3-8 Mathematics - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	38.6				16.2
- Asian					*

- Black or African American	37		16.2
- Hispanic or Latino	*		*
- Native American / Alaskan Native			*
- Native Hawaiian / Pacific Islander			*
- White	*		*
Economically Disadvantaged	37		15.6
Students with Disabilities	6.6		5.6
English Learners			*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

All Students:

Scenic Hills Elementary students in grades 3-5 were administered the TNReady Assessment in Math during the 2017-2018 school year. After analyzing 2018 TNReady Assessment Data for all students, there was a slight increase of 4.4% in Math Proficiency. In Math, overall proficiency increased from 15.3% in 2017 to 19.7% in 2018. The increase in Math Proficiency can be attributed to daily, structure planning and deliberate practice time. During this time, teachers were not only allow time to plan lessons, but also collaborate with peers for deliberate practice. Though a slight increase in proficiency in Math, a major challenge was the continuous implementation of the mathematics curriculum, *Eureka Math*. Teachers struggled with majority of the students performing significantly below grade level.

Economically Disadvantaged Students:

In Math, Economically Disadvantaged Students increased proficiency by 2.6% on the 2018 TNReady Assessment. Overall proficiency from 14.7% in 2017 to 17.3% in 2018. All grades 3-5 showed increases in Math proficiency. Third grade increased by 0.9%, fourth grade by 1.5% and fifth grade by 5.4%. The increase in Math Proficiency can be attributed to daily, structure planning and deliberate practice time.

Students with Disabilities:

In Math, Students with Disabilities (SWD) showed stagnant growth in proficiency overall. The overall growth in proficiency was 0.6%. The data revealed varying data amongst the grade levels. Fifth grade showed the most significant growth, 13.3% increase in proficiency. This success can be attributed to effective Professional Developments for teaching *Eureka* provided by the District Math Advisor. In fourth grade, proficiency percentages remained the same. Lastly, third grade showed a significant decline in proficiency, 33.3%. This decrease in proficiency can be attributed to having a new Math Teacher, who did not quickly adapt to teaching the rigorous *Eureka Math Curriculum*.

B/H/N Subgroup:

Scenic Hills Elementary serves 100% of students who identify as Black or African American. Thus, the data for the B/H/N Subgroup is the same as the data for all students on the 2018 TNReady Assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Scenic Hills Elementary does not have an EL subgroup.

3-8 Science - Data Tables

3-8 Science - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	32.2				24.2
- Asian					*
- Black or African American	31.5				25.2
- Hispanic or Latino	*				*
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*
- White	*				*
Economically Disadvantaged	32.1				22.8
Students with Disabilities	6.7				5.6

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

All Students:

During the 2018 School Year, only 5th Grade students were administered the Science Part of the TNReady Assessment. The proficiency percentage dropped 12.4% in Science, from 24.1% in 2017 to 11.7% in 2018. There were several challenges surrounding the sharp decline in Science proficiency. These challenges include:

- Lack of time for structured, consistent Science Instruction
- Outdated Science Curriculum
- Lack of overall attention supporting Science
- Lack of an inquiry and problem-based learning approach to Science Instruction

Economically Disadvantaged Students:

In Science, the Economically Disadvantaged Students (ED) in 5th grade performed at 8.1% proficiency. Science scores of ED Students declined by double digits. The challenges surrounding the sharp decline in proficiency are due to a lack of overall Science supporting teaching and learning.

Students with Disabilities:

In Science, the Students with Disabilities (SWD) in 5th grade performed at 14.3% proficiency. Science scores of SWD increased by double digits. The progress can be attributed to structured, individualized instruction and effective support during inclusion.

B/H/N Subgroup:

Scenic Hills Elementary serves 100% of students who identify as Black or African American. Thus, the data for the B/H/N Subgroup is the same as the data for all students on the 2018 TNReady Assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Scenic Hills Elementary does not have an EL subgroup.

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CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

High School Subjects

English I - Data Tables

English I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

English II - Data Tables

English II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					

- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

English III - Data Tables

English III - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					

English Learners

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Algebra I - Data Tables

Algebra I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Algebra II - Data Tables

Algebra II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17

All Students							
- Asian							
- Black or African American							
- Hispanic or Latino							
- Native American / Alaskan Native							
- Native Hawaiian / Pacific Islander							
- White							
Economically Disadvantaged							
Students with Disabilities							
English Learners							

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Geometry - Data Tables

Geometry - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					

Students with Disabilities**English Learners**

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math I - Data Tables

Math I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math II - Data Tables

Math II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Integrated Math III - Data Tables

Math III - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					

Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

Biology I - Data Tables

Biology I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

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N/A

ACT - Data Tables

ACT Scores	2014-15	2015-16	2016-17
Composite			
English			
Math			
Reading			
Science			

Graduation Rate - Data Tables

Graduation Rate	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

Analyze the school's ACT data. Summarize the progress and challenges, especially in increasing the number of students who reach college

ready benchmarks and score above 21 on the ACT composite. Describe how the school will address those challenges and how the school is considering variation across subjects and different subgroups (i.e. BHN, EL, SWD, ED).

Review the school's graduation data and summarize progress and challenges students are facing, especially if graduation rates are below 90 percent. Consider graduation rates overall and among different subgroups (i.e. BHN, EL, SWD, ED).

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Student Enrollment - (represents student enrollment on October 1)

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	350		355		326	100
- Asian						
- Black or African American		93.1	344	96.9	310	95.1
- Hispanic or Latino	16	4.6	7	2	8	2.5
- Native American / Alaskan Native	1	0.3				
- Native Hawaiian / Pacific Islander					1	0.3
- White	6	1.7	4	1.1	7	2.1
Economically Disadvantaged	337	96.3	259	82	239	83.6
Students with Disabilities	43	12.3	31	8.7	39	12
English Learners					1	0.3

Student Attendance

Student Attendance - Elementary and Middle Grades

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students						
- Asian		92.6		93.1		92.7
- Black or African American		94.1		94.5		
- Hispanic or Latino		92.6		93.1		92.8

- Native American / Alaskan Native				81.5
- Native Hawaiian / Pacific Islander				
- White	89.9	90.5		84.5
Economically Disadvantaged	92.6	93		
Students with Disabilities	93.3	93.5		93.4
English Learners	98.5			98.6

Student Attendance - High School				
	2014-15	2015-16	2016-17	
	%	%	%	%
All Students				
- Asian				
- Black or African American				
- Hispanic or Latino				
- Native American / Alaskan Native				
- Native Hawaiian / Pacific Islander				
- White				
Economically Disadvantaged				
Students with Disabilities				
English Learners				

Chronic Absenteeism - Data Tables				
Students Who Were Chronically Absent (by subgroup)				
	2014-15	2015-16	2016-17	
	10% or More	10% or More	10% or More	20% or More

	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	21.2	23	7.9	78	20.4	15	3.9	66	22.4	**	**	**	**
- Asians														
- Black or African American									62	22.1	**	**	**	**
- Hispanic or Latino									*	*	*	*	*	*
- Native American / Alaskan Native														
- Native Hawaiian / Pacific Islander														
- White									*	*	*	*	*	*

Students Who Were Chronically Absent (by grade level)

	2014-15			2015-16			2016-17					
	10% or More	20% or More	10% or More	20% or More	10% or More	20% or More	10% or More	20% or More				
All Students	# 85	% 21.2	# 23	% 7.9	# 78	% 20.4	# 15	% 3.9	# 66	% 22.4	# **	% **
Kindergarten	# 12	% 23.5	# 5	% 11.8	# 6	% 10.2	# 2	% 3.4	# 17	% 31.5	# **	% **
Grade 1	# 15	% 24.6	# 3	% 4.9	# 16	% 32	# 3	% 6	# 13	% 24.1	# 5	% 9.3
Grade 2	# 18	% 25.4	# 3	% 4.2	# 12	% 20.7	# 3	% 5.2	# 8	% 22.2	# 3	% 8.3
Grade 3	# 17	% 25.4	# 2	% 3	# 13	% 21.7	# 2	% 3.3	# 7	% 14	# **	% **
Grade 4	# 8	% 13.1	# 2	% 3.3	# 15	% 24.6	# 0	% 0	# 12	% 21.8	# **	% **
Grade 5	# 7	% 13.7	# 0	% 0	# 5	% 9.6	# 2	% 3.8	# 9	% 20	# **	% **
Grade 6	# *	% *	# *	% *	# *	% *	# *	% *	# *	% *	# *	% *
Grade 7												
Grade 8												
Grade 9												
Grade 10												

Grade 11

Grade 12

Student Discipline - Suspensions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students (students suspended; not incidents)	32	6.2	32	6.2	19	4.3
- Asian					*	*
- Black or African American	32	6.3	32	6.3	19	4.3
- Hispanic or Latino	0	0	0	0	0	0
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White	0	0	0	0		
Economically Disadvantaged					16	5.2
Students with Disabilities	7	10.6	7	10.6	4	7.8
English Learners					*	*

Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	32	6.2	19	4.2	19	4.3
Kindergarten	0	0	1	1.3	2	2.4
Grade 1	4	4.3	0	0	2	2.4

Grade 2	3	2.5	3	3.5	1	1.7
Grade 3	6	6.3	2	2.2	5	6.5
Grade 4	8	8.2	11	13.3		
Grade 5	11	15.9	2	2.6	3	4.2
Grade 6					*	*
Grade 7					*	*
Grade 8					*	*
Grade 9					*	*
Grade 10					*	*
Grade 11					*	*
Grade 12					*	*

Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students (students expelled; not incidents)	0	0	0	0	0	0
- Asian					*	*
- Black or African American	0	0	0	0		0
- Hispanic or Latino	0	0	0	0	0	0
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White	0	0	0	0	0	0
Economically Disadvantaged					0	0
Students with Disabilities	0	0	0	0	0	0
English Learners					*	*

Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	0	0	0	0	0	0
Kindergarten	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0
Grade 6					*	*
Grade 7					*	*
Grade 8					*	*
Grade 9					*	*
Grade 10					*	*
Grade 11					*	*
Grade 12					*	*

Review chronic absenteeism data. Discuss progress and challenges with chronic absenteeism overall, by grade level, or subgroup, especially if rates exceed 10%. Identify steps to be taken to ensure students have opportunities to learn.

Attendance/ Chronically Out of School Data:

Progress with attendance:

- o Overall: 94.9%
- o Specific grade levels:
 - KK- 94.6 1st- 92.8% 2nd -95.4% 3rd-94.3% 4th-95.9% 5th- 98.3%

- o Subgroups: SWD-

Challenges with attendance:

- o Overall: Student illness caused students to be absent and as well as issues with transportation for some families.
- o Specific grade levels:
- o Subgroups: SWD-

Action steps to ensure students have Opportunities to Learn: The SCS Code of Conduct and school attendance goals are shared with all parents during Open House. The school attendance goal and current grade level goal will be added to the monthly parent newsletter. All teachers and staff have been provided a specific responsibility to provide wrap around services for all students regarding attendance. Each morning teachers will take attendance, turn in attendance folders by 8:45, and post the percent present on a whiteboard outside the classroom door. Teachers are required to call home any student that is absent more than 2 days consecutively. If a student is does not have a legitimate excuse such as illness, this student is referred to the counselor. The counselor will immediately contact the family to further investigate to determine what services we can connect the family with so that the student can return to school. This support is inclusive of school social work and the district truancy office. If the student is ill, unless it is a contagious illness, parents will be encouraged to send the student to school and assured that he/she will be contacted if needed during the day.

- Daily announcement of classes with 100% attendance
- Attendance recognition during the nine weeks honor programs
- Attendance is a requirement for the bi-weekly E party
- Review of the 2017-2018 attendance to provide specific incentives for 20 days periods with lowest attendance rate

Review student discipline data. Discuss progress and challenges with discipline overall, by grade level, or subgroups, especially if rates exceed 8 percent for out-of-school suspensions and .25 percent for expulsions. Identify specific steps to be taken to reduce lost instructional time and/or disparate impact.

Discipline Data:

Progress with student discipline:

- o Overall: 128 referrals/ 22 suspensions
- Specific grade levels:

KK- 24 1st - 9 2nd - 14 3rd - 23 4th - 10 5th - 35
o Subgroups: SWD: 0

Challenges with student discipline: Most referrals referenced student outburst in the classroom and a refusal to follow school and classroom rules. Although ISS was an option, very few students received this consequence.

- o Overall: Teachers struggle with classroom management, which causes multiple students to be sent out of the classroom to be disciplined by the guidance counselor or school administrator. These students are either suspended or required to sit in another class for the remainder of the day which causes a loss of instructional time.
- o Specific grade: SWD - 0

Action steps to Reduce Instructional Time lost due to Discipline: A progressive discipline plan has been created and will be explained and modeled for teachers during in-service. Teachers will also receive structured ongoing PD around classroom management strategies. All grade levels will begin the year with a grade level meeting that will allow the principal to explain the school wide behavior matrix. The behavior matrix will be posted throughout the school. There will be a school wide discipline tracker that teachers will use to track student misbehaviors. Bi-weekly students that have not exceeded the designated number of tallies will be able to attend an E party.

Describe the priority for providing a safe, supportive, and healthy environment in the school and how the school will meet those needs.

Discipline Data:

Progress with student discipline:

- o Overall: 128 referrals/ 22 suspensions

Specific grade levels:

KK- 24 1st - 9 2nd - 14 3rd - 23 4th - 10 5th - 35
o Subgroups: SWD: 0

Challenges with student discipline: Most referrals referenced student outburst in the classroom and a refusal to follow school and classroom rules. Although ISS was an option, very few students received this consequence.

- o Overall: Teachers struggle with classroom management, which causes multiple students to be sent out of the classroom to be disciplined by the guidance counselor or school administrator. These students are either suspended or required to sit in another class for the remainder of the day which causes a loss of instructional time.

o Specific grade: SWD - 0

Action steps to Reduce Instructional Time lost due to Discipline: A progressive discipline plan has been created and will be explained and modeled for teachers during in-service. Teachers will also receive structured ongoing PD around classroom management strategies. All grade levels will begin the year with a grade level meeting that will allow the principal to explain the school wide behavior matrix. The behavior matrix will be posted throughout the school. There will be a school wide discipline tracker that teachers will use to track student misbehaviors. Bi-weekly students that have not exceeded the designated number of tallies will be able to attend an E party.

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Principal - Years in position	1		2		3	
Teaching Staff (Certified) - Number of Teachers	25		23		23	
1 to 3 years	4	16 %	3	13 %	3	13 %
4 to 10 years	9	36 %	7	30 %	7	30 %
11 to 20 years	11	44 %	11	48 %	11	48 %
21 + years	1	4 %	2	0.09 %	2	0.09 %

How are new teachers supported in the school? What strategies are currently in place to generate growth among new hires?

New Hires

New teachers will attend a two-day in school training that will be focused on their area of content and support with room setup and organization. New teachers will be assigned a mentor that will support him/her during the year around logistical support and content if possible. They will meet with the new teacher at minimum once every 2 weeks. The original meeting will allow the teacher and mentor to set goals and benchmarks for these goals. These goals will be based on new teacher reflection and administrative interview data. Once a month the mentor and new teacher will meet with the principal to discuss current progress towards goals based on data (informal classroom observations, student attendance, discipline tally sheets, formal observations, classroom organization). Also all new teachers will attend a New Teacher Boot Camp class weekly for the first 9 weeks to address trends observed among new teachers. All new teachers will receive weekly opportunities to plan with an administrative content lead. During these sessions, teachers will plan and practice lessons and receive immediate feedback with actionable steps.

What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have demonstrated strong performance over time?

Highly Effective Teachers

Retention: Teachers that have been teaching 3 or more years have been provided opportunities to lead in various capacities in the school community. These teachers are called in to provide feedback on various decisions that are made in the school community.

Incentives: Each month a teacher is chosen for her ability to demonstrate the SHES core values and perfect attendance. This teacher is named the Scenic Hills Elementary Certified Employee of the Month. This teacher will receive an extra planning period and a lunch provided by the principal.

Growth Opportunities: Each Monday the principal sends out a newsletter that provides teachers with PD and opportunities across the district that will build teacher capacity in various areas. Teachers have been provided multiple leadership opportunities such as Literacy Laureate, new teacher mentor, and ILT Roles.

What procedures are in place to ensure that low income and minority students are not being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.

Distribution of Effective teachers

This year coaches have been hired that are specific to content areas. All teachers will receive intensive instructional support and action plans to ensure that all teachers are utilizing highly effective teaching methods during instructional delivery. Scenic Hills Elementary will also follow district initiatives and strategies to address the equitable distribution of effective teachers.

- * Recruit clusters of effective teachers and leaders to target schools
- * Network with other schools and prep programs to identify top candidates
- * Create accurate, positive representations of the school during recruitment
- * Placement and assignment practices (like co-teaching)
- * Enforce a culture of motivation and collaboration for all teaching staff

School Plan - Additional Areas

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School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2014-15	2015-16	2016-17
Length of school year - Instructional days	(#)			
Length of school day - Instructional minutes	(#)			

Additional Areas

RTI2

Describe the school's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.

RTI2

Progress in implementing RTI: RTI2 at Scenic Hills Elementary is in initial implementation for students in grades K-5.

Strengths and root causes of them: A school-wide RTI schedule is evident. Teachers have designated roles and provide interventions to students with like areas of deficit and instructional levels across various grade levels. Students are benchmarked and progress monitored with fidelity according to the expectations of the district's implementation guide.

Weaknesses and root causes of them: Classroom teachers are in the developmental stage of effectively utilizing EdPlan and several components of easyCBM. This is due to the availability of an Interventionist during the 2017-18 school year who managed the majority of these tasks. Teachers will need continued support to pull resources that best meet the needs of the student deficit area.

Actions steps needed to improve implementation: In order to improve in the 2018-19 school year, ongoing professional development will be provided to teachers in increase their knowledge and ability in utilizing EdPlan and easyCBM. Teachers will be trained to create/modify intervention plans, progress monitor students and administer dyslexia screenings to identified students. Teachers will be provided resources that are researched based and will meet the needs of our students.

Technology Access and Use

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)

Technology Access

Scenic Hills Elementary School provides a rigorous education, incorporating technology into teaching and learning on a daily basis. Every student in grades K-5 has access to a laptop/desktop daily during the RTI Block. All students have access to a Technology Lab and assistant, using technology to support instruction. In addition, teachers and students use Promethean Boards during instruction for interactive learning. Incorporating technology into teaching and learning can be challenging. Technology can slowdown instruction when running into technical issues. Teachers must be flexible when using technology and always have a backup plan just in case technical issues arise. Thus, individualized modeling and support for effectively using technology, in the form of professional development and real-time coaching will be provided to teachers throughout the 2018-2019 School Year. Teachers will also receive support from the district this year to ensure that all staff members can effectively use the technology that is in each classroom.

Professional Development

Describe how professional development for teachers and school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

PD

Professional development opportunities are provided for enhancement in identified areas of need and for additional enrichment. Effective professional development enables educators to develop the knowledge and skills they need to teach curriculum and address students learning challenges. Effective professional development will build teacher capacity in instruction, which close gaps and lead to student achievement. An outline of trainings and activities for the 2018-2019 school year are listed below.

Timeline	Staff Involved	Activity
July, August, September	School leaders, district coaches, teachers	Reading Horizons Training, EL and Eureka Curriculum Trainings, Lesson Planning and Annotations, Standard Alignment, Data Digs, Open House, Homelessness

<p>Training, Practice Lab, Peer Observations, Using Technology in Math and ELA, Whiteboard Protocol, Standards Driven Objectives, New Teacher Boot Camp, Teacher School</p>		
<p>RT12 Training, Homelessness Training, iReady Reading and Math Training, Module Planning and Practice Sessions for Math and ELA, Reading Strategies, Data Digs, Analyzing the TEM Rubric, New Teacher Boot Camp, Teacher School , Co- teacher Training</p>	<p>School leaders, district coaches, teachers</p>	<p>October, November, December</p>
<p>Incorporating Science into Math, Writing Workshop, Incorporating Social Studies into Reading, Data Digs, Module Planning and Practice for Math and ELA, Standards Institute</p>	<p>School leaders, district coaches, teachers</p>	<p>January, February, March</p>
<p>Test Security Training, Data Digs, Module Planning and Practice for Math and ELA, Finishing the Year Strong (Lasting Impressions)</p>	<p>School leaders, district coaches, teachers</p>	<p>April, May, June</p>

All trainings and professional development will receive quality control scores for effectiveness. All participants will complete a survey following each activity. The ILT Team will observe, monitor and adjust trainings and professional development as needed.

Parent and Family Engagement

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English learners.

Parent and Family Engagement

Scenic Hills Elementary School believes in fostering strong relationships with our parents and families. Parental involvement is a vital part to student success. Our school has ongoing formal and informal opportunities for parents and families to participate in trainings, school activities or programs, committee participation, and volunteer.

Scenic Hills Elementary School uses multiple means to communicate with parents and families. Communications are delivered to families via phone call, email, flyer, daily conduct forms, Robo call, text messaging system, school marquee, school website, school's social media site, classroom communication program, and parent meetings.

In addition to major school-wide family nights, such as Open House, Parent-Teacher Conferences, Honors Programs, and Curriculum Nights, parents have the opportunity to participate in monthly trainings. Parent trainings vary in subject and time for differentiation and convenience to meet the needs of the parent population. These trainings will also be focused on the needs of our students and families based on data from multiple data points. The success of Parent and Family Engagement activities is measured by data gathered from survey and verbal feedback, participation numbers, and level of accomplished purpose. Parents will also have the opportunity to meet with the principal during monthly Chat and Chews. These sessions will allow the principal to hear from the parents and the community on regular intervals.

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Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?

According to the 2017-2008 TNReady Assessment data, Scenic Hills Elementary School students are growing towards proficiency in ELA and Math. From the 2016-2017 TNReady Assessment, students grew 1.4% in ELA and 4.4% in Math. This data proves students are working hard to master standards and become academically successful.

The accomplishments in ELA and Math can be attributed to following:

- Effective ongoing professional development in ELA and Math
- Student Efficacy and Motivation
- Appropriate planning and practice time for teachers during the school day
- ILT Walk-throughs, measurable feedback, follow-ups
- Differentiated coaching and modeling for teachers and students
- After school tutoring program
- Maximizing small group instruction time

List, in priority order, the top 3-5 areas of needs as identified through the needs assessment. These should be the areas that can be addressed in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Building teacher capacity in providing meaningful access to Tier 1 instruction for all students.	ELA	K-5	All Students
Reducing the number of behavior infractions that in order to maximize instructional time.	Culture and Climate	K-5	All Students
Increasing parent and community engagement in the school academic program.	Parent and Community Engagement	K-5	All Students

Assurance

* The strategies developed and implemented within and through this plan will specifically address the priority needs identified.

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Plan Items ()

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

Description:

District-Level: In the 2018-19 school year, Shelby County Schools will receive a level 3 TVAAS score or higher in literacy and meet the District's AMO (3-5 26%, 6-8 24.7%, HS English 26.1%).

School-Level: In the 2018-2019 school year, Scenic Hills Elementary will increase proficiency on the TNReady Assessment and NWEA Assessment in RLA by 3%.

Performance Measure:

District-Level: TN Ready Assessment & 70% of schools or higher will meet their RIT goal in ELA on the Fall, winter, and Spring MAP Assessment and 50% of schools or higher will score at the 65th percentile in ELA on Fall, Winter, and Spring MAP assessment

School-Level: At least 50% of students in grades K-5 will reach their projected RIT Score in Reading by the Spring District Benchmark Assessment (NWEA). In addition, students are expected to show a 3% in proficiency in ELA on the State Assessment (TNReady Assessment).

S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: Standards Aligned Core Instruction

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: Scenic Hills Elementary School's Instructional Leadership Team, District Literacy Advisors, RTI2 Advisors, PLC Coach, and Early Literacy Laureate, will provide ongoing, high quality professional development to teachers on research-based instructional practices related to the Literacy Core Curriculum, Literacy Instructional Shifts, College and Career Ready Standards, and needs of the school (based on trends) to promote and support rigorous Literacy, Tier 1 content leading to improved student performance.

AS 1.1.1) Improving student achievement

Description:

The Instructional Leadership Team will ensure rigorous teaching, use of best practices, and high expectations in every classroom, daily. Scenic Hills Elementary will provide supports to ensure Tier 1 instruction is occurring and appropriate curriculum and resources are accessible to all students. Weekly PLC Meetings will meet weekly to disaggregate data, plan high quality instruction, and focus

on complex text.

Benchmark Indicator:

Weekly PLC Meetings, Data Digs, Common Formative Assessments, Formal and Informal Observations using Instructional Practice Guide, I-Ready/Achieve3000 Benchmarks, TNReady Assessment

Person Responsible:

ILT, PLC Coach, Instructional Curriculum Coach, Literacy Advisor, and Early Literacy Laurette

Estimated Completion Date:

5/24/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

§ 1.2) District-Level: Professional Development - School-Level: Professional Development to Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

School-Level: Scenic Hills Elementary School will provide ongoing professional development at the school level for Instructional Leadership Team, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance. Professional Development will include providing high quality feedback regarding instruction for every teacher to improve student performance.

AS 1.2.1) Professional Development

Description:

Instructional Leadership Team and District Literacy Advisors/Laurette will use the Instructional Practice Guide and the Core Action Steps to monitor the fidelity of implementation of Tier 1 RLA Instruction; provide professional development on Common Core Instructional Practices; and continue to collaborate with Zone Schools and Instructional Leadership Director to support instructional practices. In addition, the Instructional Leadership Team will attend a "Standards Conference" to gain further support in leading instructional practices and shifts surrounding the new Literacy Standards.

Benchmark Indicator:

Literacy Curriculum and Practices Training, Formal and Informal Observations (Trends and Instructional Practice Guide), Lesson Plans and Formal and Informal Assessment Data

Person Responsible:

ILT, PLC Coach, Instructional Curriculum Coach, Literacy Advisor and Early Literacy Laurette

Estimated Completion Date:

5/24/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education

§ 1.3) District-Level: Targeted Intervention and Personalized Learning - School-Level: RTI2 Program: Prevention/intervention for Reading & Mathematics

Description:

District-Level: Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

School-Level: Scenic Hills Elementary School will provide academic intervention (RTI2) and other focused supplemental supports to improve achievement and close gaps and deficiencies for students in Reading and Math. Administrative Team and teachers will provide one-on-one interventions, using I-Ready (Math) and Achieve 3000/Smarty Ants (Reading) interventions with integrity and fidelity to ensure students receive timely assistance, using assessments from improving performance.

AS 1.3.1) Scenic Hills Elementary provides targeted intervention and personalized learning during daily RTI2 (Response to Instruction and Intervention)

Description:

Scenic Hills Elementary provides all students with RTI2 Instruction for 45 minutes, daily. RTI2 Instruction is intentional and targeted to specific student deficient and gaps. In addition to RTI2, struggling students are pulled twice a week for intensive tutoring by TEAM READ, providing extended instructional time to close gaps.

Benchmark Indicator:

NWEA Assessment, EasyCBM, I-Ready/Achieve Benchmark Assessments, Common and Formative Assessments, Lesson Plans

(Small Group Instruction), RTI2 Logs

Person Responsible:

Teachers, Curriculum Coach, PLC Coach, AP, Principal, RTI2 Advisor, SPED Teachers

Estimated Completion Date:

5/24/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

G 2) District-Level: Mathematics - **School-Level: Mathematics**

Description:

District-Level: In the 2018-2019 school year, Shelby County Schools will achieve a level 3 TVAAS score or higher in numeracy and meet the District's AMO goals (3-5 30.8%, 6-8 21.8%, HS 15.3%)

School-Level: In the 2018-2019 school year, Scenic Hills Elementary will increase Mathematics proficiency score by 3% on the TNReady Assessment. With the 3% increase in Math, Scenic Hills will receive a TVASS composite of 3 or higher in Mathematics.

Performance Measure:

District-Level: TN Ready Assessment

School-Level: TNReady Assessment, Common Assessments, NWEA Maps Assessment

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: State Assessment Alignment**

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: At Scenic Hills Elementary, the Instruction Leadership Team will ensure rigorous content is taught daily, with fidelity and integrity in each classroom. Teachers will be provided with the tools and resources to execute effective lessons to

scholars.

AS 2.1.1) Improving student achievement

Description:

PLC's will meet weekly to disaggregate data, plan high quality instruction and focus on conceptual understanding, procedural skill and fluency and application all the major components of EngageNY.

Benchmark Indicator:

Common Formative Assessments, Formal and Informal Observations using Instructional Practice Guide, iReady and Lesson Plans
Person Responsible:

Instructional Leadership Team, Instructional Curriculum Coach, PLC Coach, AP and Math Advisor

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

S 2.2) District-Level: Professional Development - School-Level: Prof Develop- Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

School-Level: The Instructional Leadership Team will provide ongoing, high quality feedback regarding instruction for every

teacher.

AS 2.2.1) Professional Development

Description:

Math Advisor and Instructional Leadership Team will monitor the fidelity of implementation of Tier 1 Math instruction using EngageNY Math Advisor and Instructional Leadership Team will provide professional development on Common Core Instructional Practices. Math Advisor and Instructional Leadership Team will continue to collaborate with Instructional Leadership Director to support instructional practices.

Benchmark Indicator:

TN Ready Assessment, Formal and Informal Observations using Instructional Practice Guide, iReady, Lesson Plans and Assessment Data

Person Responsible:

Instructional Leadership Team, Instructional Curriculum Coach, AP, and Math Advisor

Estimated Completion Date:

6/30/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

Description:

District-Level: Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

School-Level: Teachers will provide one-on-one interventions (RTI2) using Achieve 3000 and iReady interventions with fidelity to improve student achievement and close gaps in reading and in mathematics

AS 2.3.1) All students will receive targeted intervention and personalized learning daily during RTI2 Block.

Description:

Students will be provided with differentiated instruction scaffolded to meet the needs and level of students.
Benchmark Indicator:

TNReady Assessment, NWEA Map Assessment. Easy-CBM, iReady, Achieve 3000, Common Assessments, Informal and Formal Observation

Person Responsible:

Teachers, PLC Coach, Instructional Curriculum Coach, TEAM Read, Math Advisor, AP, Principal

Estimated Completion Date:

5/24/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

G 4) District-Level: Safe and Healthy Students - School-Level: Safe Learning Environment

Description:

District-Level: For 2018-19, students will have equal access to a safe learning environment as evidenced by decreases in student disciplinary infractions and reducing chronically out of school students from 16.9% to 15.8%.

School-Level: Scenic Hills Elementary will create a learning environment that promotes student learning for all students that will increase the school's attendance average by 5% and decrease absenteeism.

Performance Measure:

District-Level: The number of disciplinary actions taken against students. The percentage of expulsions reported. The student attendance rate

and chronic absenteeism rate.

School-Level: EdFi and Tableau

4.1) District-Level: Behavioral Interventions and Supports - School-Level: Behavioral Interventions and Supports

Description:

District-Level: Develop targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports

School-Level: Scenic Hills focuses on Positive Behavior Interventions and Supports (PBIS) which is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all students by making targeted misbehavior less effective, efficient and relevant.

AS 4.1.1) Behavioral Intervention and Supports

Description:

Scenic Hills has a classroom system for teaching expectations, providing acknowledgments, and managing rule violations linked to the school-wide framework Classroom management decisions are based on classroom behavioral data. Effective instructional strategies implemented to the greatest extent possible and curriculum is matched to student need and supporting data.

Benchmark Indicator:

PBIS

Person Responsible:

Teachers, ILT, PLC Coach, Instructional Facilitator and Guidance Counselor

Estimated Completion Date:

5/4/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide	Opportunities for All Students

Plan

Quality Learning

At-Risk Students

4.2) District-Level: Professional Development - School-Level: Professional Development

Description:

District-Level: Provide ongoing, high quality professional development at the district level and school site for school leaders, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

School-Level: Scenic Hills Elementary School will provide ongoing, high quality professional development to staff, based on informal/formal observations and student data. Professional development will be differentiated and individualized to meet the needs of teachers and/or school.

AS 4.2.1) Professional Development

Description:

Scenic Hills Elementary will provide ongoing, high quality professional development for teachers and other instructional staff to focus on student behavior practices that will result in improved student performance.

Benchmark Indicator:

PBIS, FAST Program, 20-Day Period Data, Bi-weekly Student Behavior Trackers

Person Responsible:

Teachers, ILT, PLC Coach, Instructional Curriculum Coach, FAST, FACE, Guidance Counselor

Estimated Completion Date:

6/30/2018

Component

Item Name

School-wide
Opportunities for All Students

Strengthening Academics

Quality Learning

Well-rounded Education

At-Risk Students

S 4.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

Description:

District-Level: Promote effective parent, family and community engagement activities that support the overall academic success of students

AS 4.3.1) Improving student achievement

Description:

Scenic Hills Elementary will engage more parents, families, and communities by: Surveying families to determine their needs, interests, and ideas for partnering. Providing professional development on family and community engagement. Offer training for parents and community stakeholders on communications and partnering skills. Provide better information on school and school district policies and procedures. Ensure timely access to information, using communications tools that address various family structures. Develop an outreach strategy to inform families and the community about school and family involvement opportunities and programs. Regularly evaluate the effectiveness of family involvement programs and activities.

Benchmark Indicator:

PBIS, FAST Program, 20-Day Period Data, Bi-weekly Student Behavior Trackers

Person Responsible:

Teachers, ILT, PLC Coach, Instructional Curriculum Coach, FAST, FACE, AP, and Guidance Counselor

Estimated Completion Date:

5/24/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

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Required Items [Expand All] [Collapse All]	Component Met
<p>1) Opportunities for All Students Describe how strategies will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.</p> <p>Explanation Scenic Hills Elementary will ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards. This will be accomplished by ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.</p>	<input checked="" type="checkbox"/>
<p>G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts</p> <p>S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: Standards Aligned Core Instruction</p> <p>AS 1.1.1) Improving student achievement</p> <p>S 1.2) District-Level: Professional Development - School-Level: Professional Development to Improve Student Performance</p> <p>AS 1.2.1) Professional Development</p> <p>S 1.3) District-Level: Targeted Intervention and Personalized Learning - School-Level: RTI2 Program: Prevention/intervention for Reading & Mathematics</p> <p>AS 1.3.1) Scenic Hills Elementary provides targeted intervention and personalized learning during daily RTI2 (Response to Instruction and Intervention)</p>	

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: State Assessment Alignment**

AS 2.1.1) Improving student achievement

S 2.2) District-Level: Professional Development - **School-Level: Prof Develop- Improve Student Performance**

AS 2.2.1) Professional Development

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.1) All students will receive targeted intervention and personalized learning daily during RTI2 Block.

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe Learning Environment**

S 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral Interventions and Supports**

AS 4.1.1) Behavioral Intervention and Supports

S 4.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 4.2.1) Professional Development

S 4.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

AS 4.3.1) Improving student achievement

2) Strengthening Academics



Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

Explanation

Scenic Hills Elementary uses three instructional practices to strengthen academics: instructional focus, instructional evaluation, and monitoring of student progress. Instructional focus includes support of teachers' instructional methods and their modifications to the approach to meet students' needs, allocation of resources and materials, and frequent classroom visits. Instructional evaluative actions include making frequent visits to classrooms as well as soliciting and providing feedback on instructional methods and materials which includes using data to focus attention on ways to improve curriculum and instructional approaches and to determine professional development activities that strengthen teachers' instructional skills. Lastly, monitoring progress focuses on students' outcomes, analyzing student data, evaluating curriculum and instructional approaches, and determining appropriate PD activities.

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: Standards Aligned Core Instruction - **School-Level: Standards Aligned Core Instruction**

AS 1.1.1) Improving student achievement

S 1.2) District-Level: Professional Development - **School-Level: Professional Development to Improve Student Performance**

AS 1.2.1) Professional Development

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: RTI2 Program: Prevention/intervention for Reading & Mathematics**

AS 1.3.1) Scenic Hills Elementary provides targeted intervention and personalized learning during daily RTI2 (Response to Instruction and Intervention)

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: State Assessment Alignment**

AS 2.1.1) Improving student achievement

S 2.2) District-Level: Professional Development - **School-Level: Prof Develop- Improve Student Performance**

AS 2.2.1) Professional Development

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.1) All students will receive targeted intervention and personalized learning daily during RTI2 Block.

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe Learning Environment**

S 4.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 4.2.1) Professional Development

S 4.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

AS 4.3.1) Improving student achievement

3) Quality Learning

Describe how the school will increase the amount and quality of learning time.

Explanation

Scenic Hills Elementary core purpose is to establish a community of learners and learning, through rigor, relevance, and relationships one student at a time. Best practices in teaching and learning are in place: Every student, Every day and Every Content. The Framework for Quality Learning incorporates best practices in teaching and learning. At Scenic Hills, we found that student achievement increases when the following occur: 1. Teachers determine and work with preexisting student knowledge and

misconceptions. 2. Students reflect on their learning. 3. Classrooms are learner centered. 4. Teachers teach for understanding rather than coverage. 5. Teachers use assessment to inform instruction. 6. Teachers consider what is taught, why it is taught, and how mastery looks. 7. Schools and classrooms become communities of learners.

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: Standards Aligned Core Instruction

AS 1.1.1) Improving student achievement

S 1.2) District-Level: Professional Development - School-Level: Professional Development to Improve Student Performance

AS 1.2.1) Professional Development

S 1.3) District-Level: Targeted Intervention and Personalized Learning - School-Level: RTI2 Program: Prevention/intervention for Reading & Mathematics

AS 1.3.1) Scenic Hills Elementary provides targeted intervention and personalized learning during daily RTI2 (Response to Instruction and Intervention)

G 2) District-Level: Mathematics - School-Level: Mathematics

S 2.1) District-Level: Standards Aligned Core Instruction - School-Level: State Assessment Alignment

AS 2.1.1) Improving student achievement

S 2.2) District-Level: Professional Development - School-Level: Prof Develop- Improve Student Performance

AS 2.2.1) Professional Development

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - School-Level: Prevention/intervention

(Reading & Mathematics)

AS 2.3.1) All students will receive targeted intervention and personalized learning daily during RTI2 Block.

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe Learning Environment**

S 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral Interventions and Supports**

AS 4.1.1) Behavioral Intervention and Supports

S 4.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 4.2.1) Professional Development

S 4.3) District-Level: Parent, Family and Community Engagement - **School-Level: Parent, Family and Community Engagement**

AS 4.3.1) Improving student achievement

4) Well-rounded Education

Describe how the school will provide an enriched and accelerated curriculum to ensure that students have access to a well-rounded education.

Explanation

Scenic Hills Elementary School mission is to ensure that all students are prepared for success in education, career, and citizenship. To accomplish this mission, we would: Make sure teachers have access to the curriculum/standards and provide students with rigorous assessments that's aligned to standards Teachers and Students (both) accountable for the work Provide resources and materials Provide Strong Professional Support Support students and Academic Enrichment Provide a High-Quality Early Learning Ultimately, we aim to uphold our commitment to excellence, equity, and community through a focus on our community partners with high expectations and accountability, while also focusing on the whole child.

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

§ 1.2) District-Level: Professional Development - **School-Level: Professional Development to Improve Student Performance**

AS 1.2.1) Professional Development

§ 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: RTI2 Program: Prevention/intervention for Reading & Mathematics**

AS 1.3.1) Scenic Hills Elementary provides targeted intervention and personalized learning during daily RTI2 (Response to Instruction and Intervention)

G 2) District-Level: Mathematics - **School-Level: Mathematics**

§ 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: State Assessment Alignment**

AS 2.1.1) Improving student achievement

§ 2.2) District-Level: Professional Development - **School-Level: Prof Develop- Improve Student Performance**

AS 2.2.1) Professional Development

§ 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.1) All students will receive targeted intervention and personalized learning daily during RTI2 Block.

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe Learning Environment**

S 4.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 4.2.1) Professional Development

5) **At-Risk Students**

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Explanation

Scenic Hills Elementary have clearly identify goals to inform both implementation and evaluation to address the needs of all children that are at risk. Our school will: Foster a student-centered atmosphere Train and support teachers who work with at-risk populations with or without disabilities Provide links to multiple service agencies (Guidance Counselor) Teach students self-management skills Provide high rates of positive reinforcement Develop individualized behavioral interventions based on functional behavioral assessment Use multi-component interventions (social skills, problem- solving, conflict resolution, anger management; Guidance Counselor) Include frequent home-school communication; parent education programs, provided either at school or in the community

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: RTI2 Program: Prevention/intervention for Reading & Mathematics**

AS 1.3.1) Scenic Hills Elementary provides targeted intervention and personalized learning during daily RTI2 (Response to Instruction and Intervention)

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: State Assessment Alignment**

AS 2.1.1) Improving student achievement

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/intervention (Reading & Mathematics)**

AS 2.3.1) All students will receive targeted intervention and personalized learning daily during RTI2 Block.

G 4) District-Level: Safe and Healthy Students - **School-Level: Safe Learning Environment**

S 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Behavioral Interventions and Supports**

AS 4.1.1) Behavioral Intervention and Supports

S 4.2) District-Level: Professional Development - **School-Level: Professional Development**

AS 4.2.1) Professional Development

Shelby County (792) Public District - FY 2019 - Scenic Hills Elementary (792-2633) Public School - School Plan - Rev 0

Is the school consolidating funds in the school-wide pool from various sources in support of the Title I school-wide plan?

Select...


If no, enter the Title I school allocation (must equal the amount identified in the district Consolidated Funding Application) and upload the Title I school budget in the Related Documents section of this school's plan.

If yes, identify the funding sources contributing to the Title I School-wide pool. Upload a copy of the Title I School-wide Pool section of the district's Consolidated Funding Application in the Related Documents section of this school's plan. - (To obtain a copy of the School-wide Pool section, have a district Consolidated application user click the word "Print" across from the School-wide Pool section located on the Sections page in the Consolidated Funding Application and save the document as a PDF.)

- Title I, Part A
- Title II
- Title III
- Title IV
- Title V, RLLIS
- Title V, SRSA
- Carl Perkins
- IDEA
- State/Local
- Other - (Specify)

School Plan Related Documents

Shelby County (792) Public District - FY 2019 - Scenic Hills Elementary (792-2633) Public School - School Plan - Rev 0

Optional Documents		
Type	Document Template	Document/Link
(School Plan) Additional Supporting Documents	N/A	
(School Plan CFA) School-wide Budget for SW Schools [Upload up to 1 document(s)]	N/A	 Scenic Hills ES

School Plan Checklist

Shelby County (792) Public District - FY 2019 - Scenic Hills Elementary (792-2633) Public School - School Plan - Rev 0

Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

<input type="checkbox"/>	<p>1. School Plan - Planning Team</p> <p>1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of students. Stakeholders are identified with full name and title.</p> <p>2. School provided a description of how all required stakeholders are engaged in the planning process in both the plan development and its continuous review and update.</p>	<input type="text" value="OK"/>	Penny Tubbs	9/26/2018 5:07:00 PM
<input type="checkbox"/>	<p>2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Grades)</p> <p>1. Reading/Language Arts data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>2. Mathematics data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>3. Science data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>4. Other K-8 academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges.</p>	<input type="text" value="OK"/>	Penny Tubbs	9/26/2018 5:07:00 PM
<input type="checkbox"/>	<p>3. Needs Assessment - Academic Data Guiding Questions (High School)</p> <p>1. English data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p> <p>2. Algebra data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root</p>	<input type="text" value="OK"/>	Penny Tubbs	9/26/2018 5:07:00 PM

<p>causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p>	<p>3. Biology data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).</p>	<p>4. Other high school academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges.</p>	<p><input type="checkbox"/></p>	<p>4. Needs Assessment - College/Career Readiness Data Guiding Questions</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>
<p>1. The school has provided a summary of the progress and challenges experienced related to the district's ACT scores. The response: - (i) aligned with the ACT data provided and (ii) addressed the change in data across years.</p>	<p>2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each.</p>	<p>5. Needs Assessment - School Climate & Culture Guiding Questions</p>	<p><input type="checkbox"/></p>	<p>1. The school has provided a summary of its progress and challenges with student attendance and chronic absenteeism and includes specific steps to be taken if chronic absenteeism rates exceed 10% overall, by school, grade level or subgroup.</p> <p>2. The school has provided a summary of its progress and challenges with student discipline and has provided information regarding steps to be taken to reduce lost instructional time and/or disparate impact if out of school suspension and expulsion rates exceed the state average.</p> <p>3. The school has summarized the progress and challenges faced in providing safe, supportive, and healthy learning environments for students and has identified steps to be taken to address challenges.</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>
<p>6. Needs Assessment - Human Capital Data</p>	<p>1. The school entered three years of data in the Staff Characteristics data table.</p>	<p>2. The school has described how new teachers are provided support and growth opportunities.</p>	<p>3. The school has described the effective teachers are provided incentives and opportunities for growth in order to increase retention rates.</p>	<p>4. The school has described the procedures that are in place to identify the distribution of ineffective, inexperienced, and out-of-field teachers to low income and minority students.</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>

<p>5. The school has described the steps that will be taken to address disparities in the distribution of ineffective, inexperienced, and out-of-field teachers among low income and minority students, once identified.</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>
<p>7. Needs Assessment - Additional Areas Guiding Questions</p>			
<p>1. The school has provided a summary of the progress it has made in implementing RT12 across ALL grades and has identified the strengths and weaknesses evidenced along with actions needed.</p>			
<p>2. The school has described the level of access to technology that all students have and the level of integration of technology into the instructional program. The description identifies areas of strength and weakness as well as root causes and actions needed.</p>			
<p>3. The school has provided a summary of the professional development activities conducted in the prior year and how effectiveness was measured.</p>			
<p>4. The school has identified the focus for professional development for the upcoming school year and how the professional development activities will build the capacity of school-level leaders (teachers, principals, and other school leaders) in order to positively impact student achievement.</p>			
<p>5. The school has provided a summary of the parent and family engagement activities implemented in the prior year and how the effectiveness of those activities was measured concerning student academic achievement.</p>			
<p>6. The school has provided a description of the planned parent and family engagement activities to be provided in the coming school year and effectively described how these activities are meaningful and aligned with student academic achievement. - (i) If the school has English learners, the response must also include information regarding the specific parent and family engagement activities focused on parents and families of English learners.</p>			
<p>8. Needs Assessment - Summary</p>			
<p>1. The school has provided a prioritized list of 3-5 needs to be addressed in the upcoming school year.</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>
<p>2. The priority needs identified are aligned to the summary of data and the analysis provided within the needs assessment.</p>			
<p>3. The school has provided the content/topic focus, grade level focus and primary student focus for each priority need.</p>			
<p>9. Prioritized Goals and Strategies - Goals</p>			
<p>1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title)</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>
<p>2. School goals descriptions are based on the school's needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs)</p>			

<p>3. Goals are aligned with prioritized list of needs.</p> <p>4. Identified goals are specific, measurable, ambitious, relevant, and time-bound.</p>																
<input type="checkbox"/>	<p>10. Prioritized Goals and Strategies - Strategies</p>	<p>1. Each strategy describes the specific change in practice necessary to meet the related goal.</p> <p>2. Each strategy is aligned to the goal it is intended to meet.</p> <p>3. Each strategy is research-based.</p>	<p>OK</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>										
<input type="checkbox"/>	<p>11. Prioritized Goals and Strategies - Action Steps</p>	<p>1. The action step descriptions are clearly stated and specific.</p> <p>2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why.</p> <p>3. The benchmark is described.</p> <p>4. The person responsible is populated and is the appropriate individual for this action step.</p> <p>5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)</p> <p>6. The action steps are appropriate and aligned to the goals and strategies.</p>	<p>OK</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>										
<input type="checkbox"/>	<p>12. Component Relationships - Title I Schools Only</p>	<p>1. Component relationships are made for appropriate action steps.</p> <p>2. All components have both a component relationship and a narrative response describing how the plan component requirement has been met.</p> <p>3. The school has entered the school Title I allocation and uploaded the Title I school-level budget to Related Documents.</p> <p>4. SW Pool Schools: The school, if consolidating funds, has identified the funds included in the school-wide pool and uploaded the school-wide pool section of the CFA to Related Documents.</p> <p>5. TA Schools: The school has agreed to the TA Assurances.</p>	<p>OK</p>	<p>OK</p>	<p>Penny Tubbs</p>	<p>9/26/2018 5:07:00 PM</p>										