

School Profile and Collaborative Process

Component 1



Sub-committees

Component 1 School Profile and Collaborative Process		Component 2 Beliefs and Mission Development	
1.	Terri C. Arnett (Chairperson)	1.	Lindell Burrow (Chairperson)
2.	Mary Ann Broome	2.	Kathryn Colaizzi
3.	Debra S. Dale	3.	Patricia Lewis
4.	Jessie Kah	4.	Lawanda Ross
5.	Encarnacion Lopez	5.	Claretta Rosser
6.	Ruth Miller	6.	Joeanna Smith
7.	Monica Quast	7.	Michele Strother
8.	Lorretta Rucker	8.	Lucian Taylor
9.	Linda Terry	9.	Hazel W. Vann
10.	Melissa Troxler	10.	Wendell Washington

Component 3 Student Performance Data Analysis		Component 4 Organization and Instructional Effectiveness Analysis	
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3.	Leesa Barrow	3.	Leesa Barrow
4.	Roberta Clements	4.	Roberta Clements
5.	Dianna Crosby	5.	Dianna Crosby
6.	Christy Edwards	6.	Christy Edwards
7.	Shelia Ford	7.	Shelia Ford
8.	Tiffani Hawkins	8.	Tiffani Hawkins
9.	Vannie Huey	9.	Vannie Huey
10.	Jo Nell Long	10.	Jo Nell Long
11.	Carolyn Triplett	11.	Carolyn Triplett

Component 5 Action Plan Development		Component 6 The School Improvement Plan and Process Evaluation	
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2.	Terri C. Arnett	2.	Terri C. Arnett
3.	Mary Ann Broome	3.	Mary Ann Broome
4.	Lindell Burrow	4.	Lindell Burrow
5.	Debra S. Dale	5.	Debra S. Dale
6.	Rachel Kerstetter	6.	Rachel Kerstetter
7.		7.	Hazel W. Vann

School Process and Collaborative Process

School Characteristics

Scenic Hills Elementary School is a K-5 neighborhood school that has served the Raleigh community for forty-four years. The I.C. & G. Railroad bounds the attendance area on the west, Frayser Boulevard on the north, Raleigh-Millington Road on the east and the Wolf River on the south. It was scheduled to open as a county school in 1958. However, it was not ready as planned. Therefore, the teachers and students occupied a part of Coleman School until Scenic Hills was completed in January 1959. The school opened with grades one through six, but the enrollment increased so rapidly that an annex was built in 1960 that housed the seventh and eighth graders. In 1969, the enrollment increased again dramatically with the addition of the kindergarten class. In 1973, Scenic Hills became an accredited city school. Facilities at Scenic Hills include a main building that houses eighteen classrooms, an office and a cafetorium and an annex building that contains ten classrooms, a library and a science/computer lab. A covered pavilion area is utilized for physical education and four classrooms are housed in two portable buildings.

Scenic Hills Elementary School was the first school in Shelby County to be integrated. Thirteen black students from Spring Hill School transferred to Scenic Hills in 1971.

The Scenic Hills Elementary Schools' teaching staff is fifty-three (53) percent black and forty-seven (47) percent white. Our teaching staff consists of two (2) males and thirty-four (34) females. All teachers are either licensed (34) or hold permits (2) by the state of Tennessee. Teachers have an average of seventeen (17) years of professional experience. Forty-two (42) percent of the teachers have advanced degrees (Masters or Specialist degrees). The faculty consists of one administrator, twenty-six classroom teachers in kindergarten through fifth grade, two Special Education teachers, one K-1 transition teacher, one guidance counselor, one librarian, one physical education specialist, one ORFF music teacher, an itinerant strings music teacher, one Spanish teacher, one Computer/Science Lab technician, one CLUE teacher, one instructional resource teacher, one Early Childhood teacher, one Speech and Language therapist, one itinerant nurse, a Literacy Leader and an Instructional Facilitator.

Students in pre-kindergarten through fourth grade are taught in self-contained classrooms. Some content areas are team-taught. Students in grade five are taught in four one-hour blocks and are exposed to the middle school philosophy.

The school year is 180 teaching days. It began on August 12, 2002 and will end on May 23, 2003. The school day begins at 8:30 a.m. and ends at 3:15 p.m.

Scenic Hills Elementary School has maintained an excellent reputation through the sincere dedication of outstanding administrators, staff, students and community. Mrs. Charles Etta Brown, the present principal, began her tenure in 1996. Under her leadership, the school has continued to increase its excellence in academic achievement, community involvement, improved student attendance and parent-teacher relations. There has been a sense of commitment, high morale, and cooperation among staff members to further enhance the school's programs.

Students in kindergarten through fifth grade wear uniforms. These may be in the form of navy, khaki or black skirts, jumpers, slacks or walking shorts and white or light blue blouses for girls. Boys may wear navy, khaki or black slacks or walking shorts and white or light blue shirts.

The governance structure is divided into three main parts: cadres, steering committee/School Leadership Committee, and the school-as-a-whole. The cadres are divisions of all stakeholders of the school that endure an equitable voice in all decisions concerning the welfare and outcome of the students. Cadres pose challenge statements based on data and use the inquiry process to arrive at solutions that are implemented and assessed. Cadres meet for at least one hour per month. The steering committee consists of cadre facilitators, parents, staff, and community representatives with the purpose of expediting and enhancing matters that need to be presented to the school-as-a-whole. The steering committee and School Leadership Council merged in January 2000 and meet monthly. The school-as-a-whole is the body of students, parents, teachers, staff, adopters, and community leaders who examine the recommendations of the cadres and arrive at a consensus. The school-as-a-whole meets at least once a month.

Communication with all of our stakeholders is of primary importance at Scenic Hills Elementary School. There is a student handbook of expectations, and a student contract that is signed by the student, parent and teacher. There are monthly P.T.O. meetings. Parents participate with every cadre, either through actual presence or through written communications such as surveys and/or interviews with cadre members. Parent nights are used to communicate the basic content skills and procedures to parents. Two half-days are scheduled for teacher/parent conferences each year. Additional conferences are held as needed throughout the school year.

Scenic Hills Elementary School has a volunteer program that consists of a group of parents, retired teachers and community people who make special programs and activities at the school run smoothly.

Scenic Hills Elementary School has implemented powerful learning that teaches to the Memphis City Schools Standards. Powerful learning is based in the data proven theory that teaching every child as gifted, results in a high degree of achievement and advancement. The critical content skills of every area of learning were identified and instruction is designed to guarantee that every student masters these skills needed for success. We seek to make all lessons authentic and use a method of exploration, reflection and discovery to teach concepts determined by a school wide examination of the curriculum.

Great emphasis is placed on intra-curricular instruction, using higher orders of thinking skills to arrive at conclusions, analyzing and creating integrated projects. Powerful learning incorporates thematic units, intra-curricular instruction, and students working individually, with learning partners and in learning groups. To ensure the validity of instruction, lesson and unit plans are monitored as well as classroom instruction and hallway displays.

Current pupil teacher ratios are as follows: (a) Pre-K 20:1, (b) Kindergarten through first grade 16:1, (c) second grade 20:1, (d) third grade 21:1, (e) fourth and fifth grade 24:1. There are currently seven teacher assistants assigned on a daily basis in grades kindergarten through three for approximately one and one half-hours per day. The school also provides teacher assistants in grades four and five for two hours per week. Teacher assistants are assigned to the library for approximately one and one half-hours per day. Each self-contained special education class and the Early Childhood Class has a full time assistant.

The general budget for Scenic Hills School is \$61,891.00. The district per pupil projected expenditure for 2002-2003 in K-3 is \$14.25 per child; in grades 4-6, it is \$10.75 per child. The amount of the general budget allocated for instructional purposes is \$53,608.00. The amount allocated for administrative purposes is \$8,283.00.

Scenic Hills Elementary School ensures the safety of every child. As a neighborhood school, the majority of the students are transported to school by cars. All students leave the building with their respective teacher who personally releases them into the custody of the guardian in the parking lot. Three crossing guards are utilized at busy intersections and one adult volunteer at a 4th intersection oversees the safety of our "walkers." Designated teachers escort all bus riders to their buses. A few students are transported via handicapped daycare services and parents transport other students. All staff persons received copies of and reviewed ***Classroom Crisis Response Procedures***. Regular crises drills are held throughout the school year to completely familiarize the student body with the procedures and methods of evacuation. A camera security system has been installed at the two main entrances. All doors are kept locked and visitors are allowed in the building by buzzing the office for admission.

Scenic Hills Elementary School offers a unique opportunity for the school community with a "Character First" development program. This program brings in trained and certified volunteers who offer a structured curriculum in character development.

Scenic Hills Elementary School offers an Orff music program. Music instructions are provided to all students. The Orff technique involves body movement, singing, and playing instruments. This is offered regularly for students in kindergarten through fifth grade. String music is offered to students in grades four and five. Students in grades four and five are involved in chorus, sponsored by the Orff music teacher. The fine arts program consists of violin and participation in the "Arts in the School" program.

CLUE (Creative Learning in a Unique Environment) is available for academically gifted students. Clue meets twice a week for 2 1/2 hours. Critical thinking and communication skills are areas stressed in Clue classes. Library services are provided for grades Pre-K to five. Every

class spends 40 minutes in the library. Additional books have been made available through Goals 2000 grants, Title VI grants, Reading Excellence Grants, and Teacher Initiative Grants.

Scenic Hills School offers our students an opportunity to participate in Project SOAR. Project SOAR is a partnership between the Center of ARTS Education and the Memphis City Schools. Students experience a wide range of hands-on learning activities, working with professional artists, attending theatrical and musical performance and viewing art exhibitions. Students in grades three through five are eligible for the program.

Programs for special needs students include Speech Therapy, Occupational/Physical Therapy, Vision Services, and Instructional Resource. The two Comprehensive Development Classes (CDC) are self-contained. The classes are CDC (Learning Disabled/Educable Mentally Retarded) and CDC (Seriously Emotionally Disturbed). The Instructional Resource class has 20 students; the CDC (Learning Disabled/Educable Mentally Retarded) class has 12 students; and the CDC (Seriously Emotionally Disturbed) class has 7 students. All students in these classes have an IEP (Individual Education Program) to guide their instruction.

Scenic Hills Elementary School sponsors a boy's basketball team. The team practices on a regular basis and plays on Saturdays at various schools and community centers. Cheerleaders meet after school to practice cheers for the games and others school functions.

To assist the students in keeping up with the rapidly changing technology field, every classroom has 1-5 computers with Internet accessibility. A computer/science lab technician is using the inquiry method to investigate and experiment during the students' forty minute lab time once a week.

The school has also implemented a K-1 transitional class and an Early Childhood Program in compliance with State Early Childhood Policy. The K-1 transitional class reinforces, reteaches, and strengthens the students' readiness skills to prepare them to master first grade reading skills and become independent readers. The Early Childhood Program provides high quality early education for all children in order to maximize school readiness and empower children/families to become successful, lifelong learners and productive citizens.

The implementation of portfolio assessment is an integral part of the balanced literacy program and used to give every student the opportunity to learn and reach to higher standards. The portfolios are collections of student work, which show student performance and growth over an extended period of time. In conjunction with the portfolio, the student uses the balanced literacy rubric and rubrics designed and developed by the teacher or class for self-assessment.

Scenic Hills Elementary School has received the Reading Excellence Act (REA) grant, as a part of the "No Child Left Behind" program. REA provides funds to promote literacy in grades K-3. REA also provides funds for classroom materials and before/after school. Scenic Hills Elementary School became a Title I school in the 2001-2002 school year. Title I is based on 70% of the student body receiving free and reduced lunch.

Scenic Hills Elementary School offers programs before and after school to assist students and teachers. These programs provided at Scenic Hills are: (1) Soar to Success, (2) Reading Renaissance, (3) Accelerated Math, (4) Reading in the content areas, (5) Leapfrog Schoolhouse and (6) enrichment/remediation classes in both science and social studies.

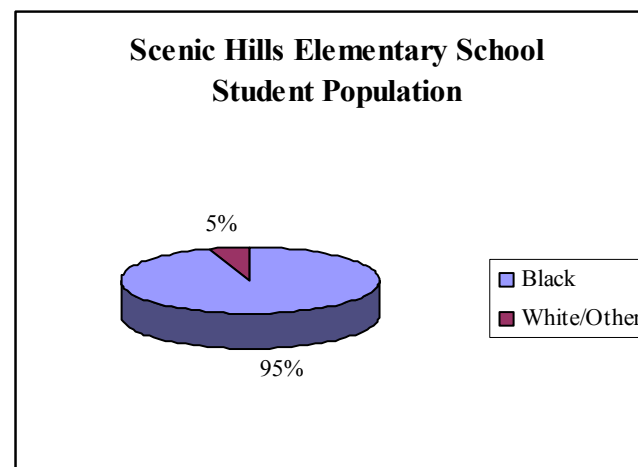
Scenic Hills Elementary School has been a member of the Partnerships in Education program since its implementation 25 years ago. Our present adopters are: Coca-Cola, Wal-Mart (Raleigh), and Golden Gate Full Gospel Baptist Church. They are active in providing funds and services for Scenic Hills. Through a grant from Wal-Mart, Scenic Hills developed an outside classroom and provided lunch for grandparents. Coca-Cola has provided funds to purchase additional computer equipment.

Scenic Hills Elementary School has received several awards in the past five years. Some of which include: (1) Environmental Grant (Wal-Mart Foundation) in 1996 (2) Kids Kan (repeatedly), (3) United Way Foundation, (4) Technology Integration Grant Recipient, (5) Eagle Award from the state for meeting state goals within three years.

Scenic Hills Elementary School has a website that is a part of the pages maintained by the Memphis City Schools.

Student Population

Presently, the student enrollment at Scenic Hills Elementary is 546. The student body is ninety-five (95) percent black and five (5) percent white/other. Approximately seventy-eight (78) percent of our students live in households where income levels qualify them for free or reduced lunch. There are two hundred eighty-three (283) male students and two hundred sixty-three (263) female students. Sixteen (16) percent of our students qualify for special services including: two (2) percent Emotionally Disturbed self-contained; two (2) percent Learning Disabled self-contained; less than one (1) percent Preschool; four (4) percent Resource-Special Education; two (2) percent Gifted Education and four (4) percent-Speech services. One (1) percent of the enrolled students qualify for instructional support due to limited English proficiency. Ninety-five (95) percent of the students attend school each day. The retention rate is two percent. There were 15 suspensions and no expulsions during the 2001-2002 school year. Scenic Hills has had no drug, alcohol or tobacco incidents or arrests. Our transfer rate is 17.2%.



Parent/Guardian Demographics

Parents of the students at Scenic Hills Elementary School are 95% black and 5% white or other. Approximately 39% of the students live with both parents, 4% live with the father, 4% live with the stepmother, 1% live with the stepfather, 47% live with the mother, and 5% are living with a grandparent.

About 18% of the parents did not complete high school, 29% of the mothers and 34% of the fathers did complete high school. Approximately 41% of mothers and 29% of fathers have some college credits or technical training. Twenty-two percent of the mothers and fathers have completed college or technical school. Five percent of the parents have advanced degrees. Approximately 70% of the mothers and 82% of the fathers are employed full-time. Seventy-eight percent of the parents are below the poverty level and their children qualify for free or reduced breakfast and lunch.

Twenty-seven percent of the students live in households of 2-3 people, 71% has households of 4-7 people, and 2% has households of 8 or more people.

Parents participating in parent-teacher conferences were 69% and parents attending open house were 67%.

Community Characteristics

Scenic Hills Elementary is located in the 38128 zip code area known as Raleigh. According to the 2000 census the total population for this area is 44,040. Females make up fifty-three (53) percent of the population and males are forty-seven (47) percent of the population. The community consists of sixty (60) percent African American residents, thirty-seven (37) percent white residents, two (2) percent Hispanic residents and one (1) percent of residents with other nationalities. With seventy-eight (78) percent of our students on free or reduced lunch we have that percentage of families with incomes below the poverty level. There are no private schools in our area, but the following child care providers are in our school district's service area: Golden Gate Early Childhood Center, LaPetite Academy on New Allen Road, LaPetite Academy on Coleman Road, Primary Prep Academy, Springhill Baptist Day Care, and Jack and Jill on Stage Road. No major employers are located in our school district and parents drive to other locations in the Memphis area for employment. This neighborhood contains 11,385 children who are school age. Golden Gate Baptist Church is one of our Partners-in-Education and has joined with us for Book Fairs and Family Reading Nights at Scenic Hills. The childcare provider, Primary Prep Academy, has brought their four-year-olds to our campus at the end of the school year to allow them to experience a day in kindergarten. Students in grades K – 5 also experienced the transition of participating in the next grade level setting for a day at the end of the school year.

Narrative Synthesis of Student Performance Data

Scenic Hills Elementary School currently uses various measures to assess student performance. This data is of importance because the analysis of it is the basis for the action of our cadres and school-as-a-whole. These measures include: a) The Tennessee Comprehensive Assessment Program (TCAP), b) the TCAP Writing assessment, c) school wide rubrics, d) student presentations, e) teacher-designed performance tasks and f) Memphis City Schools mandated placement tests and end of unit tests in reading and math. Our kindergarten students are screened during the first two weeks of school using the Developmental Skills Checklist. Although the TCAP is mandated for students in grades 3-5, it is administered and evaluated in first and second grades to ensure instructional improvement.

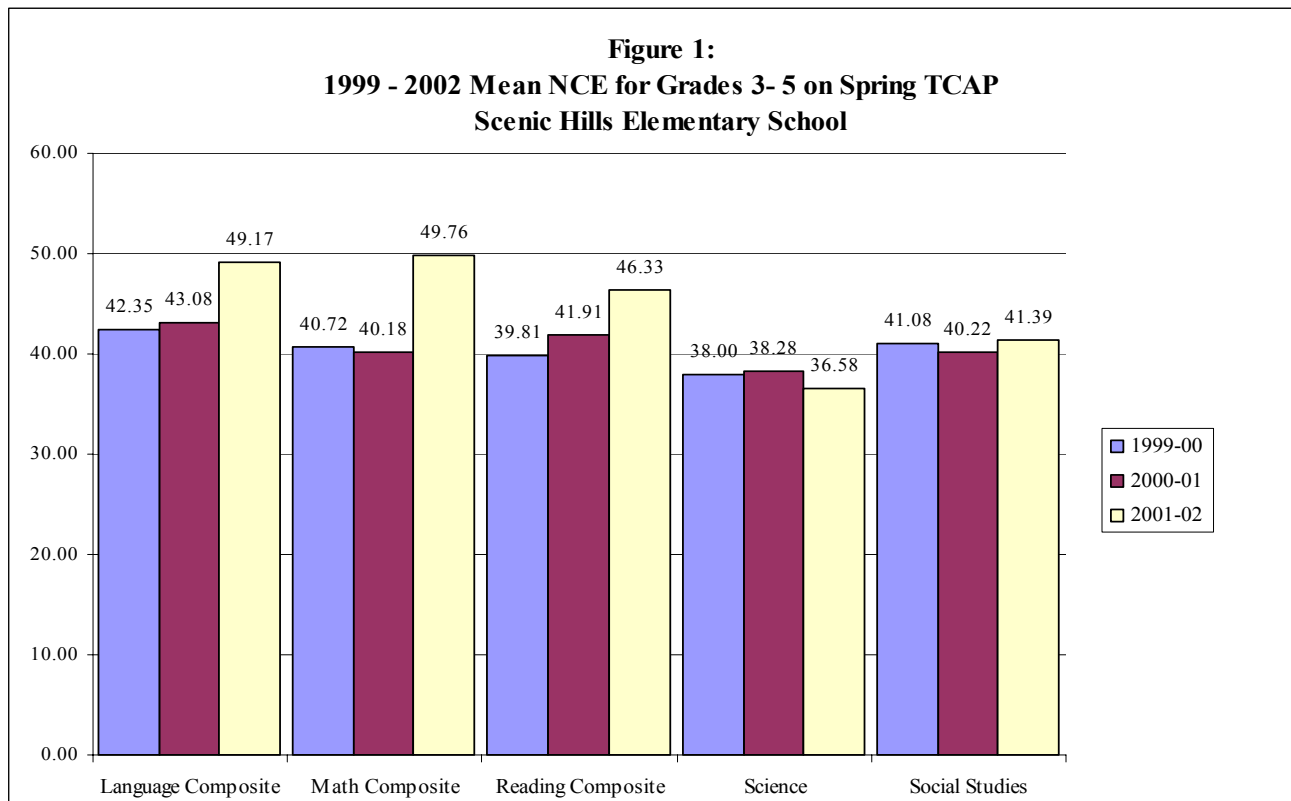


Figure 1 shows Scenic Hills mean NCE scores for the years 1999-2000, 2000-2001, and 2001-2002 for grades 3-5. The scores for the year 2001-2002 show an increase in all subject areas, except science. Science shows a decline from 38.28 to 36.58. Math showed the greatest gain from 40.18 in 2000-2001 to 49.76 in 2001-2002.

Figure 2 depicts the mean NCE scores for Grade 2 in the years 2000-2001 and 2001-2002. Grade 2 showed gains in all subject areas with the largest gain being in math going from 38.47 to 44.56.

Figures 3 and 4 show the percent of students at or above 50 NCE. Second grade shows gains in all subjects. Third grade gained in Language, Math and Reading with a decrease in Science and Social Studies.

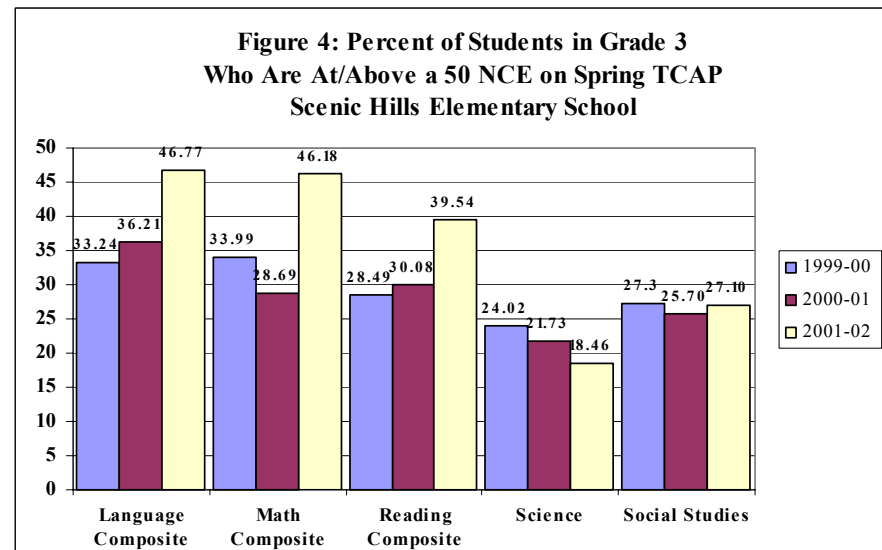
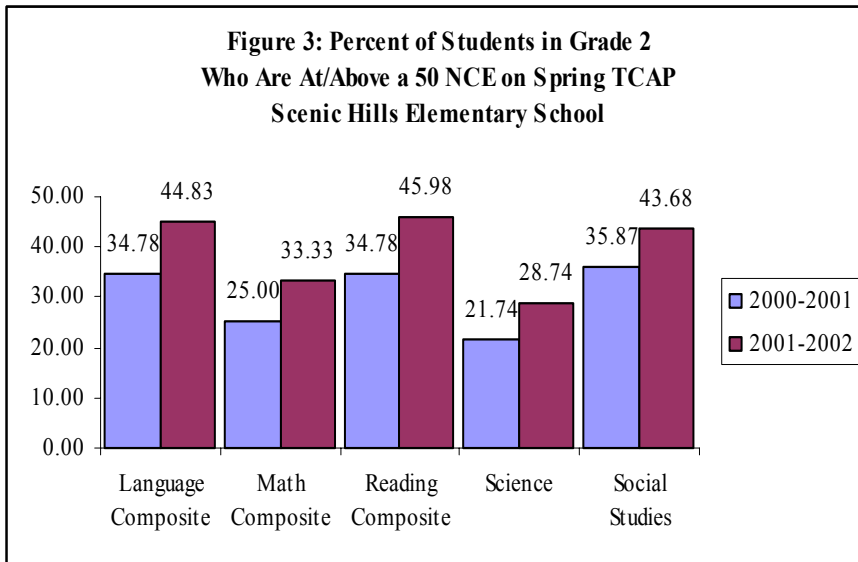
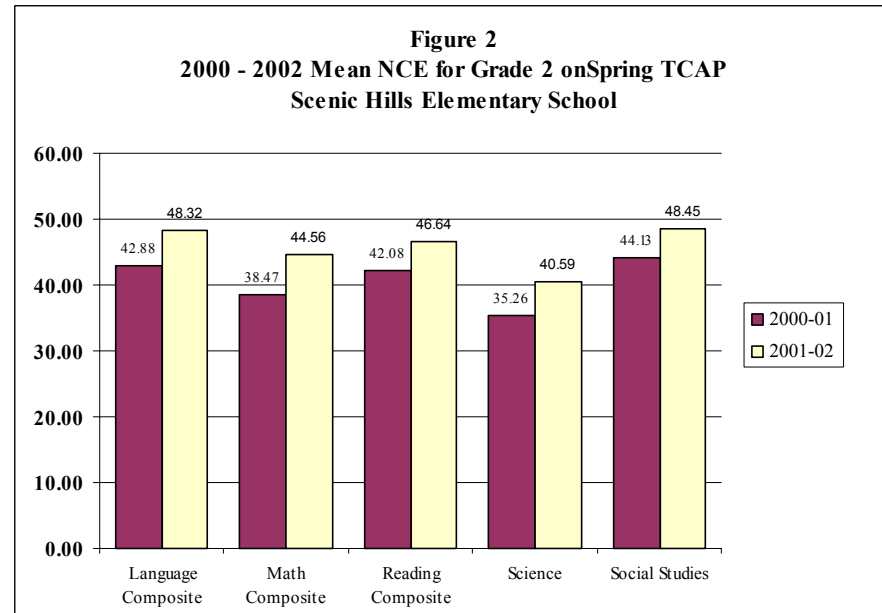


Figure 5 displays the Tennessee Value-Added Assessment for grades 4-8 three-year average percent of the National Norm Gain. A continual decline is shown each year since 2000 in all subject areas.

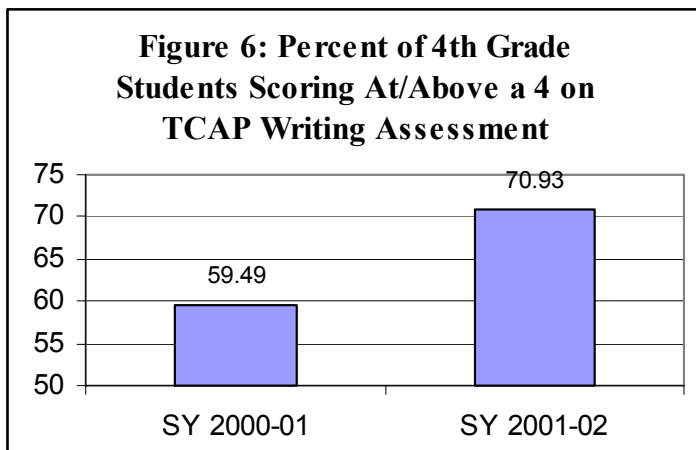
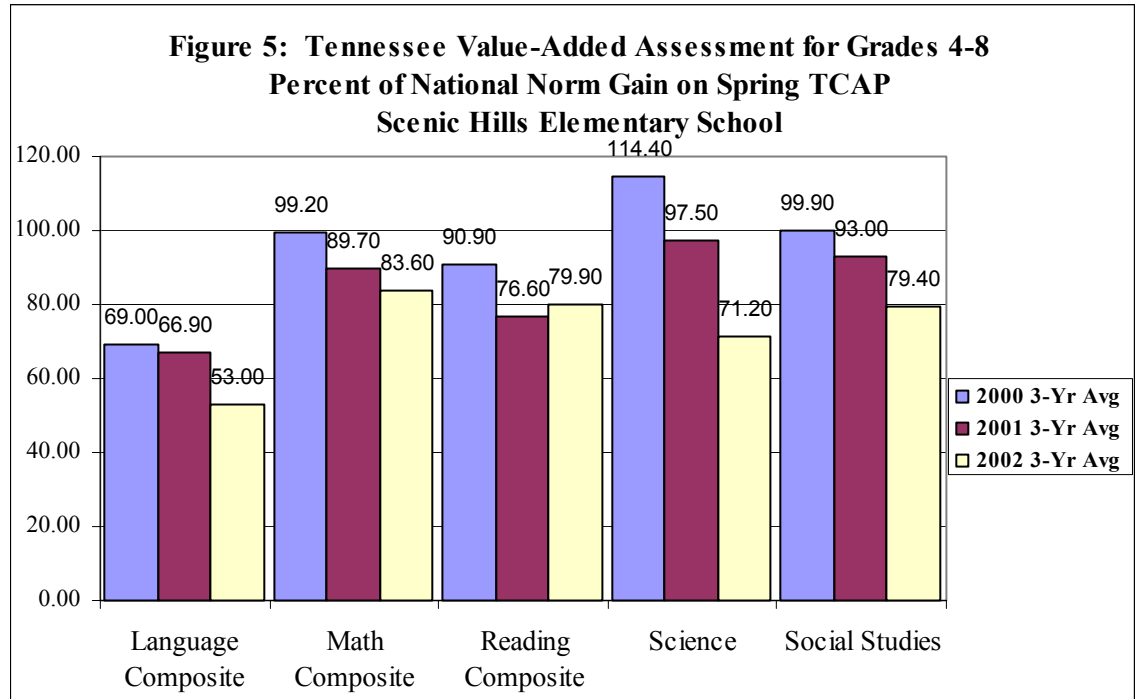


Figure 6 portrays the percent of the fourth graders at or above a score of 4, competent, on the TCAP Writing Assessment. In fourth grade, 70.93% of the 4th graders were at or above competent in the year 2001-2002 compared to 59.49 in the previous year.

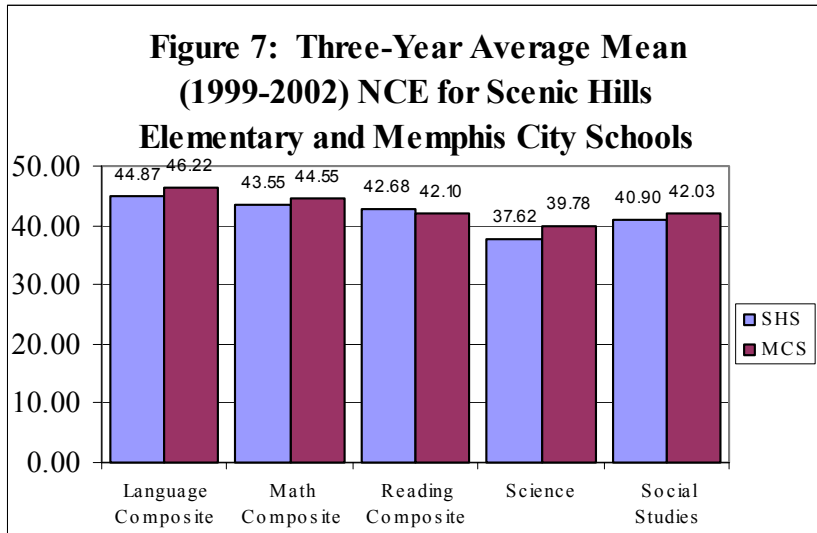


Figure 7 displays Scenic Hills Elementary's three-year average mean NCE for grades 3-8 compared to MCS 3-year average mean NCE. Scenic Hills is below the district 3-year average for all years shown and all subject areas, except for reading in 2001-2002. Reading in 2001-2002 showed Scenic Hills Elementary with an NCE of 42.68 above the MCS NCE of 42.10.

Figure 8 portrays the scores by percentage of kindergarten students when entering Scenic Hills Elementary School. A score of 50 would be the national norm.

