

Tennessee School Improvement Planning Process

*Our guide for ensuring that ALL children
learn and perform at high levels*



Scenic Hills Elementary School

School Year **2002-2003**

MEMPHIS CITY SCHOOLS
Johnnie B. Watson, Superintendent

Charles Etta Brown, Principal

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Assurance Page
School Improvement Plan Review
Policies, Goals, and Data Sources
Consensus Review Report

System Name: *Memphis City Schools*

School Name: *Scenic Hills Elementary School*

Appropriate State Board of Education/District Policy evident:

Early Childhood Policy	YES _____	NO _____	N/A _____
Middle Grades Policy	YES _____	NO _____	N/A _____
High School Policy	YES _____	NO _____	N/A _____
School Safety Policy	YES _____	NO _____	N/A _____
District Parental Involvement Policy (Board Policy #6156)	YES _____	NO _____	N/A _____

Performance Goals evident:

School Performance Data considered (dropout rate, attendance, promotion, achievement, and value added)	YES _____	NO _____	N/A _____
System-wide Report Card utilized	YES _____	NO _____	N/A _____
State Standards and Benchmarks	YES _____	NO _____	N/A _____

Data Sources incorporated in plan:

Reading First	YES _____	NO _____	N/A _____
Early Reading First	YES _____	NO _____	N/A _____
Even Start	YES _____	NO _____	N/A _____
Head Start	YES _____	NO _____	N/A _____
Baldrige Quality Tools	YES _____	NO _____	N/A _____
CSR D	YES _____	NO _____	N/A _____
ELL	YES _____	NO _____	N/A _____
Perkins Competencies	YES _____	NO _____	N/A _____
Title I	YES _____	NO _____	N/A _____

Schools in School Improvement

Schools will spend not less than 10 percent of the funds for the purpose of providing to the school's teachers and principal high-quality professional development that:

- *directly addresses the academic achievement problem that caused the school to be identified for school improvement*
- *meets the requirements for professional development activities*
- *professional development is provided in a manner that affords increased opportunity for participating in that professional development*

Title II	YES _____	NO _____	N/A _____
Title VI	YES _____	NO _____	N/A _____

Evidence of:

Special Education considerations	YES _____	NO _____	N/A _____
Dual Path Options in High School	YES _____	NO _____	N/A _____
Student and Staff Health and Wellness considerations	YES _____	NO _____	N/A _____

Chairperson of Each Committee:

Component I _____
 Component II _____
 Component III _____
 Component IV _____
 Component V _____

 School Principal's Signature / Date

Student Outcomes For School Improvement Planning 2002-2003

Goal and Objective Statements		Applicable Grade Levels
Goal I - Improve student achievement in reading and language arts		
Objectives for Goal I		
1.	On the Reading Composite subtest of the TCAP Achievement Test, * attain a three-year average mean NCE of 50 or greater, * or increase the percent of students scoring at/above an NCE of 50 by 3 or more percentage points.	2, 3-8
2.	On the Language Arts Composite subtest of the TCAP Achievement Test, * attain a three-year average mean NCE of 50 or greater, * or increase the percent of students scoring at/above an NCE of 50 by 3 or more percentage points.	2, 3-8
3.	On the Reading Composite Value Added Assessment three-year average percent of national norm gain for students in grades 4-8, * attain 115 or greater.	4-8
4.	On the Language Composite Value Added Assessment three-year average percent of national norm gain for students in grades 4-8, * attain 115 or greater.	4-8
5.	On the TCAP Writing Assessment, * attain a three-year average mean score of 4 or greater for 5 th grade students, * or increase the percent of 5 th grade students scoring a 4 or greater by 5 or more percentage points, as compared to the percent of 4 th grade students scoring a 4 or greater in spring 2002.	5
6.	On the TCAP Writing Assessment, * attain a three-year average mean score of 4 or greater for 8 th grade students, * or increase the percent of 8 th grade students scoring a 4 or greater by 5 or more percentage points, as compared to the percent of 7 th grade students scoring a 4 or greater in spring 2002.	8
7.	On the TCAP Writing Assessment, * attain a three-year average mean score of 4 or greater for 11 th grade students, * or increase the percent of 11 th grade students scoring a 4 or greater by 5 or more percentage points.	11

Goal and Objective Statements

Goal I - Improve student achievement in reading and language arts (cont.)		Applicable Grade Levels
Objectives for Goal I (continued)		
8.	On ACT Reading, * using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average mean score of 19 or greater, * or using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average increase in the mean of one-half (0.5) point or more.	12
9.	On ACT English, * using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average mean score of 19 or greater, * or using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average increase in the mean of one-half (0.5) point or more.	12
10.	On the Gateway Language Arts (English 10), * a minimum of 95% of all students tested should pass the Gateway exam.	10-12

Goal II - Improve student achievement in mathematics		<i>Applicable Grade Levels</i>
Objectives for Goal II		
11.	On the Mathematics Composite subtest of the TCAP Achievement Test, * attain a three-year average mean NCE of 50 or greater, * or increase the percent of students scoring at/above an NCE of 50 by 3 or more percentage points.	2, 3-8
12.	On the Mathematics Composite Value Added Assessment three-year average percent of national norm gain for students in grades 4-8, * attain 115 or greater.	4-8
13.	On ACT Mathematics, * using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average mean score of 19 or greater, * or using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average increase in the mean of one-half (0.5) point or more.	12
14.	On the Gateway Mathematics (Algebra I), * a minimum of 95% of all students tested should pass the Gateway exam, * or of all students tested, increase the percent of students passing by 20 percentage points each year, * or increase the percent of students passing, who are enrolled in Algebra I, by 5 percentage points each year.	8-12

Goal and Objective Statements

Goal III - Improve student achievement in science	Applicable Grade Levels
Objectives for Goal III	
15. On the Science subtest of the TCAP Achievement Test, * attain a three-year average mean NCE of 50 or greater, * or increase the percent of students scoring at/above an NCE of 50 by 3 or more percentage points.	2, 3-8
16. On the Science subtest Value Added Assessment three-year average percent of national norm gain for students in grades 4-8, * attain 115 or greater.	4-8
17. On ACT Science Reasoning, * using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average mean score of 19 or greater, * or using the highest ACT score for students enrolled in the 12 th grade, attain a three-year average increase in the mean of one-half (0.5) point or more.	12
18. On the Gateway Science (Biology I), * a minimum of 95% of all students tested should pass the Gateway exam, * or of all students tested, increase the percent of students passing by 5 percentage points each year, * or increase the percent of students passing, who are enrolled in Biology I, by 5 percentage points each year.	7-12

Goal IV - Improve student achievement in social studies	Applicable Grade Levels
Objectives for Goal IV	
19. On the Social Studies subtest of the TCAP Achievement Test, * attain a three-year average mean NCE of 50 or greater, * or increase the percent of students scoring at/above an NCE of 50 by 3 or more percentage points.	2, 3-8
20. On the Social Studies subtest Value Added Assessment three-year average percent of national norm gain for students in grades 4-8 * attain 115 or greater.	4-8

Goal and Objective Statements

Kindergarten and Grade 1

Goal 1: Kindergarten students will show proficiency in 80% of the skills on the report card checklist in the areas of Personal/Social, Motor Development, Language and Mathematics.

Goal 2: First grade students will demonstrate proficiency in Reading, Language, Math, Science, and Social Studies by achieving an average NCE score of 50 or above on the 2003 TCAP.



**Goal Areas Requiring Action Plans
for SY 2002-2003
K-12 SCHOOLS**

A separate action plan is required for each of the following.

Long Range Goals

- | | |
|--|-------------|
| <input type="checkbox"/> Improve Student Achievement in Reading and Language Arts | K-12 |
| <input type="checkbox"/> Improve Student Achievement in Mathematics | K-12 |
| <input type="checkbox"/> Improve Student Achievement in Science | K-12 |
| <input type="checkbox"/> Improve Student Achievement in Social Studies | K-8 |

Each school will write an “Annual School Academic Goal” for each “Long Range Goal” listed.

School-level Goals (optional)

School Improvement Planning Team

Team Member Name	Signature	Position	Grade/Subject Taught	Number of Years on SIP Team
Lindell Burrow		Teacher	Kindergarten	8
Christy Edwards		Teacher	Kindergarten	4
Jenny Steinle		Teacher	Kindergarten	1
Melissa Troxler		Teacher	Kindergarten	1
Tiffani Hawkins		Teacher	K-1 Transition	1
Leesa Barrow		Teacher	First Grade	2
Mary Ann Broome		Teacher	First Grade	8
Roberta Clements		Teacher	First Grade	1
Jessie Kah		Teacher	First Grade	4
Ina Marion		Teacher	First Grade	8
Jo Nell Long		Teacher	Second Grade	6
Claretta Rosser		Teacher	Second Grade	2
Loretta Rucker		Teacher	Second Grade	4
Trina Somerville		Teacher	Second Grade	5

School Improvement Planning Team, Continued

Team Member Name	Signature	Position	Grade/Subject Taught	Number of Years on SIP Team
Carolyn Triplett		Teacher	Second Grade	1
Debra Dale		Teacher	Third Grade	8
Sheila Ford		Teacher	Third Grade	5
Lawanda Ross		Teacher	Third Grade	3
Joeanna Smith		Teacher	Third Grade	3
Rachel Kerstetter		Teacher	Fourth Grade	2
Nelson Luster, Jr.		Teacher	Fourth Grade	1
Ruth Miller		Teacher	Fourth Grade	1
Michele Strother		Teacher	Fourth Grade	3
Barbara Alexander		Teacher	Fifth Grade	7
Dianna Crosby		Teacher	Fifth Grade	6
Vannie Huey		Teacher	Fifth Grade	8
Loretta Sims		Teacher	Fifth Grade	8
Monica Quast		Teacher	CDC/LD	7

School Improvement Planning Team, Continued

Team Member Name	Signature	Position	Grade/Subject Taught	Number of Years on SIP Team
Wendell Washington		Teacher	CDC/ED	8
Alicia White		Teacher	Early Childhood	1
Hazel Vann		Instructional Facilitator	K – 5	8
Terri Arnett		Literacy Leader	K – 3	8
Patricia Lewis		Guidance Counselor	K – 5	2
Kathryn Colaizzi		Music Specialist	K – 5	1
Suzanne Anderson		Physical Education Specialist	K – 5	2
Linda Terry		Librarian/Media Specialist	K – 5	2
Encarnacion Lopez		Spanish Instructor	K – 5	1
Sandra Whittington		Instructional Resource	K – 5	2
Susan Devers		Financial Secretary		8
Ruby Nunnally		General Office Secretary		8
Jerald Cain		Building Engineer		8
Lorene Townsel		Cafeteria Manager		8

School Improvement Planning Team

Team Member Name	Signature	Position	Grade/Subject Taught	Number of Years on SIP Team
Lucian Taylor		Teaching Assistant	SPED/ED	1
Mary White		Speech Therapist	K-5	1
Mary White		Speech Therapist	K - 5	1
Cynthia Hollinger		CLUE	1 - 5	1
Marcy Boyd		Teaching Assistant	K - 5	1
Christopher Eldridge		Computer/Science Lab Technician	K - 5	1
Phyllis Carter		Parent-Teacher Organization		1
Larry Bean		Wal-Mart Raleigh – Partnership in Education		1
Bishop Edward Stephens		Golden Gate Baptist Church – Partnership in Education		1
Stephanie Turner		Coca Cola Bottling Company – Partnership in Education		1
Dr. Ellen Faith		TRC Provider Professor, Christian Brothers		1
Carnisa Dillard		Chairperson, School Leadership/Steering Committee		1

District Mission, Guiding Principles, and Strategic Goals

District Mission

The mission of the Memphis City Schools is to prepare all children to be successful citizens in the 21st Century. This will include educating them to read with comprehension; write clearly; compute accurately; think; reason; and use information to solve problems.

District Guiding Principles

- Students, the quality of work provided to students, and the needs of students will be the central concerns in all decisions made in the school district.
- Fairness, honesty, responsiveness, and openness are core values in the district.
- Decisions should be made as close to the point of implementation as possible.
- The schools belong to the community, and the community's opinions and partnership are essential to effectively meet the needs of students.
- As a part of the total educational process, students will be expected to demonstrate a belief in their own capability by actively participating in the teaching and learning process and making their own academic achievement a top priority.

District Strategic Goals

- Goal #1 To create academically-challenging, safe, supportive and effective learning environments
- Goal #2 To ensure that all schools are staffed with highly-qualified personnel
- Goal #3 To work effectively with community agencies to support the physical and social/emotional development and well-being of students
- Goal #4 To strengthen the family/school/community partnership to support the academic, vocational, social and emotional development of all students
- Goal #5 To establish high levels of accountability for academic and fiscal performance throughout the system
- Goal #6 To create a climate systemwide that is sensitive and responsive to the needs of an increasingly diverse student and community population

Tennessee School Improvement Planning Process

Components

- Component 1 School Profile and Collaborative Process**
- Component 2 Beliefs and Mission Development**
- Component 3 Student Performance Data Analysis**
- Component 4 Organizational and Instructional Effectiveness Analysis**
- Component 5 Action Plan Development**
- Component 6 The School Improvement Plan and Process Evaluation**