

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



Stenstrom Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		88.7	3	91.7	73.4%	N
High standards Level 4+		63.5	3	66.5	50.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	92.2	3	95.2	78.8%	N
	Black	74.4	3	77.4	47.1%	N
	Hispanic	87.9	3	90.9	69.4%	N
	ELL	50.0	3	53.0	28.6%	N
	SWD	93.8	3	96.8	65.9%	N
	ED	83.7	3	86.7	62.1%	N
Learning Gains		75.2	3	78.2	74.5%	N
Lowest 25% making Learning Gains		62.3	3	65.3	67.3%	Y
Learning Gains Levels 4/5		53.8	3	56.8	86.8%	Y
Learning Gains in AYP subgroups						
	White	75.0	3	78.0	78.4%	Y
	Black	61.5	3	64.5	62.5%	N
	Hispanic	82.4	3	85.4	74.2%	N
	ELL	66.7	3	69.7	80.0%	Y
	SWD	71.8	3	74.8	82.8%	Y
	ED	69.1	3	72.1	70.5%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		90.0	3	93.0	74.6%	N
High standards Level 4+		63.1	3	66.1	44.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	93.3	3	96.3	80.3%	N
	Black	69.2	3	72.2	52.9%	N
	Hispanic	90.9	3	93.9	69.4%	N
	ELL	62.5	3	65.5	35.7%	N
	SWD	93.8	3	96.8	62.2%	N
	ED	88.5	3	91.5	61.4%	N
Learning Gains		68.5	3	71.8	71.2%	N

Lowest 25% making Learning Gains		62.3	3	65.3	58.3%	N
Learning Gains Levels 4/5		35.7	3	38.7	93.1%	Y
Learning Gains in AYP subgroups						
	White	73.5	3	76.5	72.4%	N
	Black	53.8	3	56.8	62.5%	Y
	Hispanic	60.8	3	63.8	72.6%	Y
	ELL	50.0	3	53.3	80.0%	Y
	SWD	69.2	3	72.2	74.1%	Y
	ED	65.4	3	68.4	69.3%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 4.0+		83.7	3	86.7	88.7%	Y
High standards Score 6.0		4.1	3	7.1	0.0%	N
Proficiency Score 4.0+ in AYP subgroups						
	White	90.0	3	93.0	88.5%	N
	Black	63.6	3	66.6	87.5%	Y
	Hispanic	76.0	3	79.0	87.5%	Y
	ELL	50.0	3	53.0	100.0%	Y
	SWD	50.0	3	53.0	83.3%	Y
	ED	75.7	3	78.7	83.3%	Y
High standards Score 6.0 in AYP subgroups						
	White	6.7	3	9.7	0.0%	N
	Black	0.0	3	3.0	0.0%	N
	Hispanic	0.0	3	3.0	0.0%	N
	ELL	0.0	3	3.0	0.0%	N
	SWD	0.0	3	3.0	0.0%	N
	ED	0.0	3	3.0	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		73.7	3	76.7	59.6%	N
High standards Level 4+		36.0	3	39.0	28.1%	N
Proficiency Level 3+in AYP subgroups						
	White	80.6	3	83.6	64.2%	N
	Black	42.1	3	45.1	46.7%	Y
	Hispanic	73.7	3	76.7	53.3%	N
	ELL	0.0	0	3.0	20.0%	Y
	SWD	100.0	3	100.0	55.9%	N
	ED	61.8	3	64.8	51.0%	N
High standards Level 4+ in AYP subgroups						

	White	43.3	3	46.6	35.8%	N
	Black	15.8	3	18.8	20.0%	Y
	Hispanic	31.6	3	34.6	16.7%	N
	ELL	0.0	3	3.0	0.0%	N
	SWD	25.0	3	28.0	29.4%	Y
	ED	35.3	3	38.3	15.7%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	33.0	3	36.0	91.1%	Y
Performance in advanced coursework	95.0	3	98.0	95.1%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black	12.0	-3	9.0	7.0	Y	2.0	-2	0.0	0.0	Y
Out-of-school suspensions (unduplicated) Subgroup: Hispanic	2.0	-2	0.0	0.0	Y	0.0	0	0.0	0.0	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	96.0	3	99.0	99.4%	Y
At-Risk students graduating or advancing with age-level peers	93.0	3	96.0	99.2%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Safety Patrol – Black students	10.0	5	15.0	15	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To achieve 25% parent participation in the “Stenstrom Goes Green” initiative.	0.0	25.0	25.0	35.0	Y

Goal Summary

Number of Goals Met: 31

Number Not Met: 41

Number Partially Met: 0

READING GOALS

Aligned with Strategic Plan System Initiative B

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the
2013 FCAT 2.0 Reading
Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the
2013 FCAT 2.0 Reading

Reading Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	73.4%	243 / 331	3	76.4
2. Proficiency Level 3+ in subgroups:				
White	78.8%	156 / 198	3	81.8
Black	47.1%	16 / 34	3	50.1
Hispanic	69.4%	59 / 85	3	72.4
ELL	28.6%	4 / 14	3	31.6
SWD	65.9%	54 / 82	3	68.9
ED	62.1%	82 / 132	3	65.1
3. High standards Level 4+	50.2%	166 / 331	3	53.2
4. Learning Gains	74.5%	155 / 208	3	77.5
5. Lowest 25% making Learning Gains	67.3%	35 / 52	3	70.3
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	26.4%	28 / 208	3	29.4
7. Learning Gains Levels 4/5	86.8%	92 / 106	2	88.8
8. Learning Gains in subgroups:				
White	78.4%	91 / 116	2	80.4
Black	62.5%	15 / 24	3	65.5
Hispanic	74.2%	46 / 62	3	77.2
ELL	80.0%	8 / 10	1	81.0
SWD	82.8%	48 / 58	2	84.8
ED	70.5%	62 / 88	3	73.5

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue to provide uninterrupted 90 minute reading instruction using an ability group model according to student lexile scores.	1-7	Identifying areas of student weakness	Admin, Teachers	Baseline and ongoing	Review of FAIR data reports	b, im, or, st, t
2. Continue implementation of school wide Kagan training in order to enhance classroom lessons through cooperative group structures.	1-7	Teacher expectations of students, lack of classroom use	Admin, Kagan Team Teachers	Ongoing	Focused walkthroughs to determine frequency of use and effectiveness	b, im, or, t
3. Use data generated from district assessments and reading screenings to monitor student progress and adjust instruction as needed.	1-7	Test fatigue, time for data meetings	Admin, Teachers	Baseline and ongoing	Review of FAIR data reports	or, t
4. Use intervention blocks to provide small group literacy instruction to students in the lowest quartile for reading.	5	Lack of student motivation	Reading Specialist, Parapro's, Teachers	Baseline and ongoing	Review of FAIR data reports and FCAT scores	im, or, st, sss

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools a mid-year data analysis will be submitted as an addendum.

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	74.6%	247 / 331	3	77.6
2. Proficiency Level 3+ in subgroups:				
White	80.3%	159 / 198	3	83.3
Black	52.9%	18 / 34	3	55.9
Hispanic	69.4%	59 / 85	3	72.4
ELL	35.7%	5 / 14	3	38.7
SWD	62.2%	51 / 82	3	65.2
ED	61.4%	81 / 132	3	64.4
3. High standards 4+	44.7%	148 / 331	3	47.7
4. Learning Gains	71.2%	148 / 208	3	74.2
5. Lowest 25% making Learning Gains	58.3%	28 / 48	3	61.3
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	26.4%	23 / 208	3	29.4
7. Learning Gains Levels 4/5	93.1%	81 / 87	1	94.1
8. Learning Gains in subgroups:				
White	72.4%	84 / 116	3	75.4
Black	62.5%	15 / 24	3	65.5
Hispanic	72.6%	45 / 62	3	75.6
ELL	80.0%	8 / 10	1	81.0
SWD	74.1%	43 / 58	3	77.1
ED	69.3%	61 / 88	3	72.3

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze FCAT data and District Assessment data to identify areas needing improvement and to focus instruction.	1-7	Test fatigue, time for data meetings	Admin, Teachers	Baseline and ongoing	Use FCAT data and DA data to monitor progress	im, t
2. Continue PRIMES math classes in 4 th and 5 th grade utilizing accelerated math curriculum.	1, 2, 4	Prerequisite skills	Admin, Teachers	Baseline and ongoing	FCAT data qualifies students and Admin will monitor the program	b, im, st
3. Use District Assessment data and Go Math data to identify at risk subgroups and advanced math students in grades 3 and 4. Utilize differentiated instruction and grouping strategies to meet the needs of these various groups of students.	1-7	Test fatigue, lack of student motivation, identifying areas of student weakness	Admin, Teachers	Baseline and ongoing	DA data and GO Math test results will be analyzed in an ongoing method	im, st
4. Provide professional development sessions on creating appropriate leveled cognitive complexity questions and understanding the FCAT 2.0 assessment. Also consider Kagan strategies for cooperative learning.	1-7	Resources, time for PD	Admin, ETF, Teachers	Ongoing	Focused walkthroughs and lesson plan review by admin	b, im, tech

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Score 4.0+	88.7%	86 / 97	2	90.7
2. Proficiency Score 4.0+ in subgroups:				
White	88.5%	46 / 52	2	90.5
Black	87.5%	7 / 8	2	89.5
Hispanic	87.5%	28 / 32	2	89.5
ELL	100.0%	4 / 4	0	100.0
SWD	83.3%	20 / 24	2	85.3
ED	83.3%	30 / 36	3	85.3
3. High standards Score 6.0	0.0%	0 / 97	3	3.0
4. High standards Score 6.0 in subgroups:				
White	0.0%	0 / 52	3.0	3.0
Black	0.0%	0 / 8	2.0	2.0
Hispanic	0.0%	0 / 32	2.0	2.0
ELL	0.0%	0 / 4	2.0	2.0
SWD	0.0%	0 / 24	3.0	3.0
ED	0.0%	0 / 36	3.0	3.0

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze FCAT Writes data to determine specific areas of focus for direct instruction at each grade level.	1-4	Prerequisite skills and background knowledge	Admin, Teachers	Baseline and ongoing	Walkthroughs and lesson plan checks by admin to ensure areas of focus	im, t
2. Increase opportunities for expository and narrative writing at all grade levels in content area curriculum through a daily 30-minute writing block (45 minutes in grade 4).	1-4	Time in the daily schedule, resources	Admin, Teachers	Ongoing	Walkthroughs during writing blocks	b, or, st
3. Investigate/purchase additional materials that specifically focus on the individual writing traits.	1-4	Funding, resources	Admin, Teachers	Ongoing	Walkthroughs and lesson plan review should yield evidence of the use of these materials	b, im
4. Participate in District Writing Prompts throughout the school year.	1-4	Test fatigue, lack of student motivation	Admin, Teachers	Baseline and ongoing	District Writing Prompts	im, st

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

* For the “C” schools a mid-year data analysis will be submitted as an addendum.

SCIENCE GOALS

Aligned with Strategic Plan System Initiative B

Elementary (Grade 5) and Middle School (Grade 8) FCAT

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	59.6%	68 / 114	3	62.6
2. Proficiency Level 3+ in subgroups:				
White	64.2%	43 / 67	3	67.2
Black	46.7%	7 / 15	3	49.7
Hispanic	53.3%	16 / 30	3	56.3
ELL	20.0%	1 / 5	3	23.0
SWD	55.9%	19 / 34	3	58.9
ED	51.0%	26 / 51	3	54.0
3. High standards Level 4+	28.1%	32 / 114	3	31.21
4. High standards Level 4+ in subgroups:				
White	35.8%	24 / 67	3	38.8
Black	20.0%	3 / 15	3	23.0
Hispanic	16.7%	5 / 30	3	19.7
ELL	0.0%	0 / 5	3	3.0
SWD	29.4%	10 / 34	3	32.4
ED	15.7%	8 / 51	3	18.7

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide professional development on creating appropriate leveled cognitive complexity questions as well as understanding the new FCAT 2.0. Continue to offer Kagan training to staff members.	1-4	Time for PD, lack of teacher motivation	Admin, Teachers	Ongoing	PD workshops, class walkthroughs by admin	b, im, st, t
2. Analyze FCAT Science data, District Assessment data, and progress monitoring science data to identify areas needing improvement.	1-4	Time for data analysis, test fatigue, identifying student areas of weakness	Admin, Teachers	Baseline and ongoing	FCAT data, Foresight Testing Data	b, im, or, st, t
3. Begin Science, Technology, Engineering, and Math (STEM) initiative, including partnering with cohort middle and high schools to ensure that our students are prepared for more rigorous math and science coursework throughout high school and beyond.	1-4	Lack of familiarity with initiative, time	Admin, Teachers	Ongoing	Lesson plans and class walkthroughs should reveal evidence of new curriculum being used	b, im, or
4. Continue to utilize the Harcourt Fusion Science series and increase use of labs in order to offer differentiated instruction for K-5 students including typical, gifted, and accountability group students in subgroups.	1-4	Lack of familiarity with new curriculum, time for PD	Admin, Teachers	Ongoing	Lesson plans and class walkthroughs should reveal evidence of new curriculum being used	im, st

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

* For the “C” schools a mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework

Elementary School: Middle School level coursework
 Middle School: High school level coursework
 High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	91.1%	41/45	1	92.1
2. Level of Performance	95.1%	39/41	1	96.1

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Communicate effectively with parents of those students who are eligible for PRIMES math classes in 4 th and 5 th grades in order to increase understanding and participation.	1	Lack of parental feedback	Admin, Teachers	After FCAT results for 4 th grade students are obtained	Enrollment in PRIMES program	or
2. Offer morning tutorial sessions for those students who are in PRIMES classes and are struggling to master the content.	2	Lack of student motivation	Admin, Teachers	Ongoing	Continually offered during the school year	or
3. Reading groups are clustered in grades K-2, so that teachers may teach, re-teach, or enrich based on ability level.	1,2	Lack of personnel	Admin., Teachers	Ongoing	Discovery Ed. Testing, SRI, FCAT	b, im, or, tech
4. Gifted cluster classes have been formed to provide continuous instruction for the gifted and talented students.	1-2	Lack of student motivation	Admin., Teachers	Ongoing	Discovery ED., FCAT	B, im, or, tech

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Male			Female		
	Current %	% +/-	Expected %	Current%	% +/-	Expected %
1. Discipline referrals (duplicated) Subgroup: Black	7.0	-2	5.0	0.0	0	0.0
2. Out-of-school suspensions (unduplicated) Subgroup:	2.0	-1	1.0	0.0	0	0.0

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Continue to promote school wide PBS policies and procedures in order to focus student behavior on positive outcomes instead of negative consequences.	1 and 2	Lack of teacher buy in, lack of student interest	Admin, Teachers	Ongoing	Observable classroom implementation, discipline data	b, or, t
2. Communicate with parents when behavioral issues arise in order to work to diminish negative behaviors at school.	1 and 2	Lack of parent support	Admin, Teachers	Ongoing	Documented conversations and meetings, discipline data	Or
3. Provide one on one and small group counseling to students with behavioral concerns.	1 and 2	Lack of time	Admin, Guidance Counselor, Teachers	Ongoing	Guidance schedule, discipline data	b, or, st

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers

At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

Elementary School: Percent of students non-retained in all grades

Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.4%	636/640	.6	100.0
2. At-Risk Promotion Level of Performance	99.2%	237/239	.8	100.0

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide reading intervention groups for small group instruction with student in the lowest 25%.	1 and 2	Lack of student motivation	Admin, Teachers, Reading Specialist, Parapro's	Ongoing	FAIR data, FCAT data	im, or, st
2. Use budget to provide tutoring opportunities for students in the lowest 25% in reading and math.	1 and 2	Lack of parental support	Admin, Tutorial Teachers	Ongoing	FAIR data, FCAT data, DA data	b, im, or, st
3. Provide re-teaching sessions and second chance testing to allow student to further demonstrate content mastery.	1 and 2	Teacher expectations of students	Admin, Teachers	Ongoing	Mid Chapter Tests, Post Chapter Tests, Quizzes	im, or

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

*School provided data

Extracurricular Activity Goal #1	Current %	# of #-	% +/-	Expected %
1. Activity: Safety Patrol Subgroup: Black	15	4/30	2	17
2. Activity: TV Production Subgroup: Black	7	3/12	2	9

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide flexible time to allow students from various backgrounds and transportation methods to participate.	1	Student transportation	Admin, Patrol or News Coordinator	End of year	Examine data	or, st
2. Utilize a first semester and second semester rotation to allow increased numbers of student participation.	1	Lack of student motivation	Admin, Patrol or News Coordinator	End of year	Examine data	b, or, st

SCHOOL DEFINED GOAL

Goal #1: Begin year one implementation of school wide STEM initiative as Stenstrom's e-pathway.

School Defined Goal: To enhance our academic core curriculum with STEM activities which encompass project based learning and the inquiry model.

To introduce students and parents to STEM initiative, building a strong foundation for future work with cohort schools and the community.

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Plan for and implement two cross curricular STEM units per grade level	Funding, staffing, time to plan	Admin, Teachers, STEM team	End of Year	Observation, Teacher Feedback	b, im, or, tech, t
Provide on-going STEM focused professional development	funding	Admin, STEM team, teachers	End of Year	Examine Data	B, im, or, tech, t
Develop Garden of Growth, which will serve as an outdoor classroom.	Long-term upkeep of garden; time for teachers to use garden	Admin, Teachers, Custodial	End of Year	Examine data	b, im, or, t
Develop STEM lab which will house robotics, Lego lab, and other scientific or mathematical experimentation.	Budgetary resources, staff to operate lab	Admin, Teachers	End of Year	Examine data	b, im, or, st, tech
Provide two STEM family nights	Funding, volunteers to operate	Admin., Teachers, volunteers	Conclusion of Event	Feedback	b, im, tech, t, or
Work with cohort middle and high schools for vertical alignment.	Time to plan, budgetary resources, instructional resources	Admin, Teachers	End of Year	Examine data	b, im, or, st, tech, t

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Cooperative Learning Structures		Ongoing	Differentiated instruction	K-5 Classroom Teachers	40		Admin, Kagan Team
Writing Strategies		Ongoing	6 Traits Writing Skills	K-5 Classroom Teachers	36		Admin
Data Analysis Meetings		Ongoing	How to focus instruction and areas of concern in reading, math, and science	K-5 Classroom Teachers	36		Admin
Marzano		Ongoing	Continued implementation of Marzano's Art and Science of Teaching strategies	School-wide	60		Admin
STEM Initiative		Ongoing	Begin integrated science, technology, engineering, and mathematics instruction throughout all areas of campus.	School-wide	60		Admin

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	606.00
Adjustment:	
Carry Over:	2148.04
Total Income:	2754.04

EXPENDITURES	ACTUAL COST	BALANCE
		2754.04
Professional development, materials/resources, substitutes, school safety, science night	1945.92	808.12
Substitutes for Professional Development Opportunities	354.08	454.04
Resources & Materials	100.00	354.04
Science Fair	150.00	204.04

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$204.04

ADDENDUM 1

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (RtI) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's MTSS Leadership Team.

Dr. Sharon Tanner, Principal, Dr. Michelle Baker, Assistant Principal, Terri Koepsell, Guidance Counselor, Michele Gray, Reading Coach, Teachers per student need (classroom and ESE).

2. Describe how your school's MTSS Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The leadership team meets with teachers to discuss data in relation to student achievement or behavior. The team determines what Tier status the student is, and then provides interventions to help that student become successful. The team will receive teacher updates every 3-4 weeks and determine if stronger interventions are needed, the interventions are working, or if they have been successful and the student has attained Tier 1 status. The team works closely with the PBS team, and the Guidance department to make sure that attendance (truancy), economic status, or behavior are not factors severely affecting the student's academic success. Should interventions prove to be unsuccessful, the student is then referred to the student study team for further evaluation.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.

The team works in conjunction with other academic and behavioral teams to offer action step recommendations for continued improvement in student achievement and behavior.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.

Grades for students are kept on Skyward, as well as discipline and attendance records. Progress monitoring is done through several systems, such as Discovery Education, SRI, Making Meaning/SIPPS, and classroom observation and assessment.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

Meeting agendas will be prepared based on the needs of the students. Initial meetings will be based on a review of all of the student's data, with additional meetings being specific to interventions needed for that particular student. School-wide; PLC's, PBS, and Curriculum committees will meet monthly to make sure that procedures are being followed by all and that modifications are made to those that might not be effective.

6. Describe the plan to train staff on MTSS.

Formal MTSS training for Admin will be held at the District Level on September 21, 2012. After that, Professional Development will be held via PLC's.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

The Stenstrom Elementary Literacy Leadership Team consists of:

Lisa Pate – Kindergarten

Lesa Weaver – Fourth Grade

Yvonne Diaz – ESOL Teacher

Patti McDaniel – First Grade

Eric Garcia – Fifth Grade

Pam Colton – STEM Specialist

Elizabeth Hall – Second Grade

Michele Gray – Reading Specialist

Melissa Koo – Third Grade

Pamela Carlson – Media Specialist

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

The LLT meets once every 4-6 weeks to discuss literacy growth based on data analysis of school wide data sources. The reading coach, along with the grade level LLT representative, meet regularly with grade level PLC teams to discuss individual and grade data results, and to discuss intervention plans and opportunities for students in which teachers have concerns. Decisions are made at this level as to when to bring a child up to the RtI team to be considered for a Tier 2 intervention opportunity.

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

This year's major initiatives are providing the same intensive support for the high performing child as is required for the low performer.

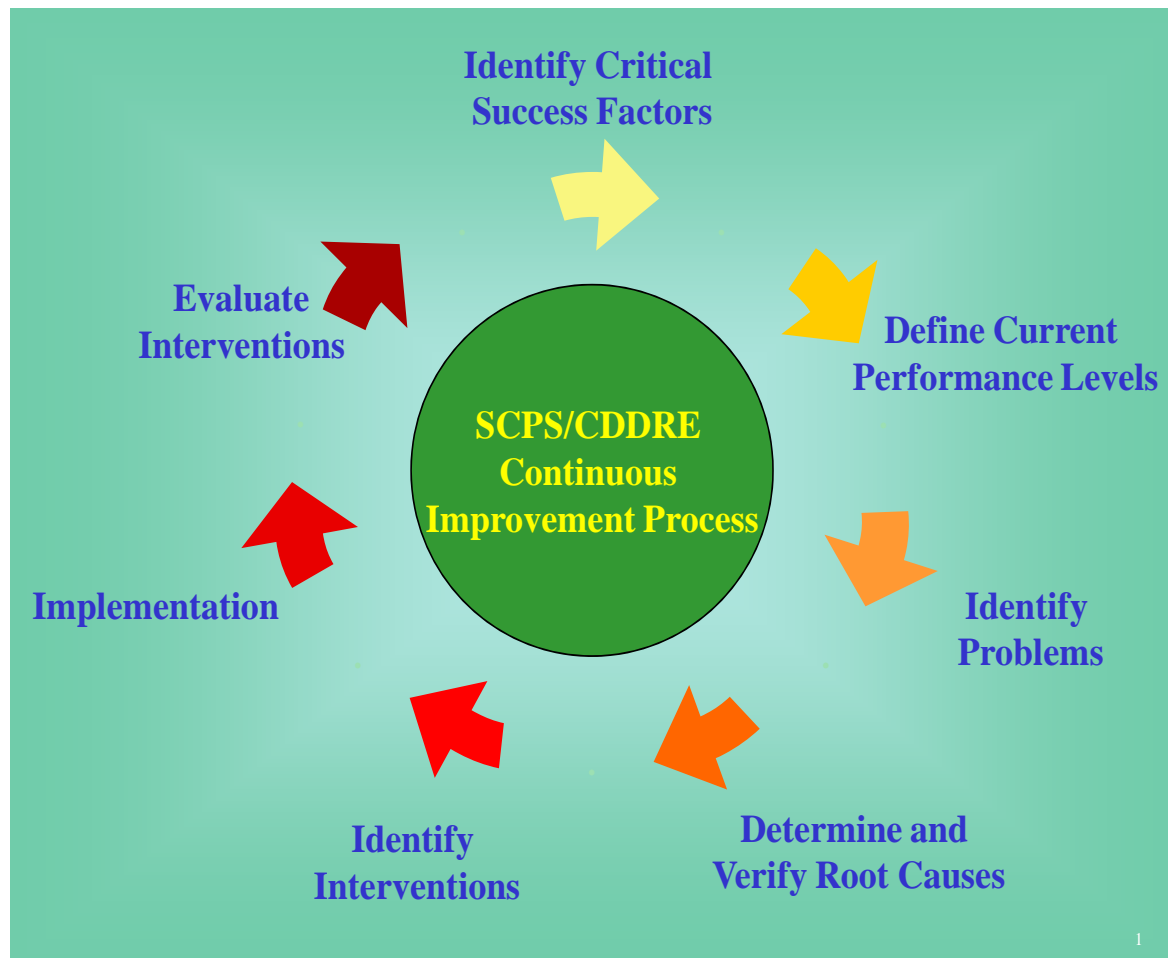
ADDENDUM 3 –LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Stenstrom Elementary is committed to high quality professional development. The teachers work as a professional learning community where student learning is the primary focus. They collaboratively plan, teach, observe, and analyze their lessons, using this research to solve important issues related to teaching and learning. Lesson Study will be incorporated into the Action Plans using each grade level Professional Learning Community as a lesson study group, and the staff, as a whole, is the collective group.

Action plans include:

1. PLC and Data Meetings to analyze data, discuss student progress, and improve teaching strategies to ensure student success.
2. Teachers meeting to share experiences, plan lessons, discuss current trends in instruction and research, and communicate individual expertise in order to develop effective instructional strategies.
3. Teachers observe classroom lessons to collect data and inform practice.



ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	42.0%	266/634	2	44%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Parents notified at registration and open houses		Non-attendance at Open House	Admin, Teachers	End of Year	Skyward Data	b, tech, or
Parents notified through school website and newsletters		No computer in household	Admin	End of Year	Skyward Data	b, tech, or

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal: Stenstrom has initiated a school-wide STEM program of emphasis. We will enhance our current curriculum with STEM activities which encompass project-based learning and the inquiry model.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
A STEM lab will be created for student enrichment, to include Lego Robotics, Super Scientist activities, and math and technology enhancement.	Funding, materials, personnel	Admin., teachers	Ongoing	Formative assessment	B, im, or, t, tech
The "Garden of Growth" was created to enrich students with outdoor learning activities, such as weather, plant, and animal studies.	Ongoing upkeep, funding, materials	Admin., PTA, SAC	Ongoing	observation	B, im, or, t
Collaborative planning with cluster high schools to provide lessons based on their fields of study (Bioscience and Simulation).	Time, personnel	Admin., teachers from both schools	End of Year	Student articulation	B, im, or, t, tech
Hold a minimum of two STEM Family Nights.	Funding, volunteers	Admin., PTA, SAC, teachers	After each event	Feedback from parents/students	B, or, tech
Plan for and implement 2 cross-curricular STEM units per grade level.	Funding, materials, time to plan	Admin., Teachers	End of Year	Formative assessment	B, im, or, t, tech
Provide ongoing STEM-focused professional development for teachers and staff.	funding	Admin.	End of Year	Observation, teacher feedback	B, im, or, t, tech

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Enter narrative for CTE goal:

Stenstrom Elementary exposes students to Career and Technical workforce related opportunities through our STEM program, cluster research groups, CAMMP, and core curriculum. Students are introduced to and explore career paths that can be achieved both through secondary coursework or technical schools outside of the educational arena.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Students will be introduced to science/math/technology careers through STEM lab.	Time, student motivation	Admin, Teachers	End of Year	Examine Data	b, im, or, st, tech, t
Guest speakers will introduce students to different careers through Junior Achievement and Teach-In	Lack of volunteers	Admin, Teachers	End of Year	Examine Data	b, or
Social Studies curriculum explores community helpers and careers in the primary grades	Resources, Student motivation	Admin, Teachers	End of Year	Examine Data	b, im, or, st, tech, t
Cluster groups explore Ecology/Environmental careers in 3 rd grade	Resources, Student Motivation	Admin, Teachers	End of Year	Examine Data	b, im, or, st, tech, t

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	76	74	80	82	84	86	88
American Indian							
Asian							
Black/African-American	54	50	62	66	69	73	77
Hispanic	70	69	75	78	80	83	85
White	83	79	86	87	89	90	92
English Language Learners	17	29	31	38	45	52	59
Students with Disabilities	57	47	64	68	71	75	79
Economically Disadvantaged	65	62	71	74	77	80	83

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	77	75	81	83	85	87	89
American Indian							
Asian							
Black/African-American	50	56	58	63	67	71	75
Hispanic	72	69	77	79	81	84	86
White	85	80	88	89	90	91	93
English Language Learners	17	36	31	38	45	52	59
Students with Disabilities	55	42	63	66	70	74	78
Economically Disadvantaged	68	62	73	76	79	81	84

SCHOOL ADVISORY COUNCIL SIGNATURES

2012-2013

FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Dr. Sharon Tanner	9/10/12	Candy Bundy	9/12/12		
INSTRUCTIONAL		Jennifer Walsh	9/12/12		
Carol Gaddone	9/10/12				
		Betsy Jewell	9/10/12		
Susan Keogh	9/10/12				
		Melanie Cruz-Phillips	9/11/12		
Shannon Schumacher	9/10/12				
		Scott Hickey	9/12/12		
NON-INSTRUCTIONAL					
Debbi Pegel	9/10/12				