

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Stenstrom Elementary School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

School Information

Provide the school's mission statement

Through the pursuit of collective excellence, Stenstrom Elementary emphasizes student-centered, collaborative, process-driven learning, ensuring that our students have the knowledge and critical thinking skills required for success in an increasingly STEM-focused global community.

Provide the school's vision statement

Stenstrom Elementary will set the standard for STEM (Science, Technology, Engineering and Mathematics) education by preparing and inspiring generations of learners to meet the challenges of a competitive, global society through innovation, collaboration, and project-based learning for our 21st century learners.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

The SIP was brought to the SAC meeting for parent input. Members of the leadership team and the Instructional Team Leaders examined feedback from parents and staff that was obtained through the SCPS Snapshot survey. These teams provided opportunities for growth that were implemented into the plan. The finalized SIP will be posted on the Stenstrom Elementary website and available in the front office. The school will communicate with the parents in parent-friendly language as much as possible. Our front office staff will provide translation as much as possible for families who need additional assistance.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to virtual curriculum nights and open house meetings to meet teachers and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend virtual PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic newsletter updates to families on a weekly basis, (8) advertising events on school marquees.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Students participate in character education and social-emotional learning during a designated time period in their schedule four days a week. Each month the students in the classroom vote for one of their peers to be recognized as the student who demonstrates that trait best. With the implementation of MicroSociety, students will be working collaboratively throughout the campus. Students will have to work together to solve problems and create solutions that will impact the entire student body.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Students – Students should interact in a way that promotes kindness and caring to themselves and others. Teachers – Teachers should support student social-emotional learning by teaching coping strategies, modeling expectations, and serving as a mentor or role model. Families of students – should work in collaboration with the student's teacher to ensure students are modeling REINS (Responsible Students, Excellent Citizens, Invested Learners, Noble Neighbors, are Successful Stallions) behavior. Volunteers – should serve as additional mentors on campus, help in the food pantry, and support the school community.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers and administrators are continually involved in local events and often invited to participate in virtual community celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. Our School Counselor conducts SEL district lessons as well as Zones of Regulation lessons with our kindergarten students. The school counselor works with teachers to provide counseling and coordinate mentoring for targeted students. Our school-wide positive behavior plan is called REINS. The focus of our PBS initiative is to reduce problem behaviors by encouraging and rewarding positive behaviors. Our REINS rules are consistent across all common areas. Students receive Stenstrom money for exemplifying any one of the REINS rules. Our Stenstrom money is used to purchase items from our PBS incentives, participate classroom rewards in person or virtually. The school PBS team is comprised of staff across all areas. Our pantry ensures families in need are provided snacks and food for meals to take home over the weekend and holidays. We conduct school-wide programs to assist with donations. These students also receive assistance with book bags and school supplies.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Jacob Novak	Principal	jake_novak@scps.k12.fl.us	Oversees school operations
Joe Fife	Assistant Principal	fifejs@myscps.us	Oversees school operations
Kristen Hodges	SAM	kristen_hodges@scps.k12.fl.us	Assists with school operations
Tiffany Roberson	Reading Coach/Intervention Teacher	tiffany_roberson@scps.k12.fl.us	Assists teachers with reading curriculum, assists with school operations
Marissa Ellis	School Counselor	ellisml@scps.k12.fl.us	School counseling, assists with ESE, assists with school operations

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Tiffany Roberson	Reading Coach / Interventionist	Tiffany_roberson@scps.k12.fl.us	Assists teachers with reading curriculum
Kristen Hodges	SAM	Kristen_hodges@scps.k12.fl.us	Supports interventions through the MTSS process

Student Transition and Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students are encouraged to engage in collaborative discussion, interact with technology, and solve real-world problems. All students receive age-appropriate digital literacy and coding lessons. Student creativity and imagination are ignited through our STEM lessons and Maker Space in our innovation lab.

Identify the career and technical education programs available to students and industry or community organizations.

Our school promotes the ePathways skills for Future Ready Graduates. Classroom lessons are designed to foster the Future Ready skills of learning, interacting, participating, and growing. All students participate in STEM lessons in science and Maker Space activities. Students are provided computer science and coding lessons at all levels.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students are expected to record their scores in a personal data notebook. Students will be able to identify their strengths and weaknesses, and what they need to do to meet their goals.	Teachers, Admin, Coaches, Students	5/2023	Y	Throughout the Year	Each notebook will have a verification form in the front to document each conference. Data will be recorded on forms and artifacts of students' learning and struggles will be included.
Students will use the data during student-teacher conferences. These notebooks may be used during student-led parent conferences.	Teachers, Admin, Coaches, Students	5/2023	N	Throughout the Year	During walk-through observations, admin will ask students to share and explain their data notebooks.

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Virtual Data Wall - Students will be identified easily for progress monitoring discussion during PLCs. GoogleDoc sheets - Teachers will record student progress on the grade level data sheets PLC meetings - Teachers will discuss the low 30% when reviewing their data. They will plan differentiated lessons and centers for differentiation to meet student needs and close learning gaps. Planning will focus on specific skill deficits.</p>	Admin, Coaches, Teachers	5/2023	Y	Weekly	Notes will be written in EdInsight to document the MTSS process. Data will be recorded on the grade level GoogleDoc sheets. Progress monitoring and data analysis of trends, growth, and achievement will be reflected in the meeting notes.
<p>The administration will meet with individual teachers to review data and progression of the low 30%. MTSS meetings - All low 30% students will be progress monitored during MTSS meetings. iReady data will be reviewed focusing on the specific lessons assigned</p>	Admin, Coaches, Teachers	5/2023	N	Weekly	Progress monitoring and data analysis of trends, growth, and achievement will be reflected in the meeting notes.

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>These students will be identified on the virtual Data Wall. They will be discussed during MTSS and PLC meetings. The discussion will include ORF scores, PASI, DRA, summative assessments, and iReady data including diagnostic and individualized lesson instruction.</p>	<p>Admin, Coaches, Teachers, Leadership Team</p>	<p>5/2023</p>	<p>N</p>	<p>Throughout the year</p>	<p>Notes will be written in EdInsight to documentt the MTSS process. Data will be recorded on the grade level GoogleDoc sheets. Progress monitoring and data analysis of trends, growth, and achievement will be reflected in the meeting notes.</p>
<p>GoogleDoc sheets - Teachers will record student progress on the grade level sheet The Leadership Team will discuss and monitor these students. Depending on the data, students may be assigned targeted tutoring, mentors, or additional instruction.</p>	<p>Teachers, Admin</p>	<p>5/2023</p>	<p>N</p>	<p>Monthly</p>	<p>Progress monitoring and data analysis of trends, growth, and achievement will be reflected in monthly PLC.</p>

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>These students will be identified on the virtual Data Wall. They will be discussed during MTSS and PLC meetings. The discussion will include ORF scores, PASI, DRA, summative assessments, and iReady data including diagnostic and individualized lesson instruction.</p>	<p>Admin, Coaches, Teachers, Leadership Team</p>	<p>5/2023</p>	<p>N</p>	<p>Throughout the year</p>	<p>Notes will be written in EdInsight to document the MTSS process. Data will be recorded on the grade level GoogleDoc sheets. Progress monitoring and data analysis of trends, growth, and achievement will be reflected in the meeting notes.</p>
<p>GoogleDoc sheets - Teachers will record student progress on the grade level sheet The Leadership Team will discuss and monitor these students. Depending on the data, students may be assigned targeted tutoring, mentors, or additional instruction.</p>	<p>Admin, Coaches, Teachers, Leadership Team</p>	<p>5/2023</p>	<p>N</p>	<p>Throughout the Year</p>	<p>Progress monitoring and data analysis of trends, growth, and achievement will be reflected in the meeting notes.</p>

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Tutorial funds will be used to hire personnel to provide small group instruction to Lowest 30% in Reading and Math.	Assistant Principal, SAM, Reading Coach	April 2023	N	4 days/week	Each group of students will be monitored through DRA2, District Progress Monitoring, iReady and classroom assessments to ensure they are demonstrating growth.

Elementary Essential Instructional Priority 2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Virtual Parent Teacher conferences; Weekly review with School Social Worker, MTSS parent meetings Celebrate/recognize classes with on time/perfect attendance on the morning news	School Counselor, Teachers, School Social Worker, Admin, Leadership Team	5/2022	N	Throughout the year	Notes in EdInsight Data Sheet Conference notes
Connecting through virtual events such as the school news program, virtual read aloud, award ceremony, conferences and meet the teacher.	Administration, Guidance Counselor, Leadership Team Administration, Guidance Counselor, Leadership Team	5/2022	N	Throughout the year	Videos, awards, virtual activities.
Counselor connection – The guidance department will send out digital tips for families to help build strong relationships at home with connections to the classroom curriculum.	Guidance counselor	5/2022	N	Throughout the year	Newsletters

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School-wide expectations	In an effort to improve campus safety, PBIS school-wide expectations will be revised to include a new matrix. Expectations will be developed and communicated to improve unsafe behavior.	Guidance Counselor	5/27/2022	Y	Monthly meetings will occur to identify unsafe behavior data and adjust expectations as necessary.	Discipline data and incidents report

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Counselor connection – Guidance department will send out digital tips for families to help build strong relationships at home with connections to classroom curriculum.	Guidance Counselor	5/2022	N	Monthly	Newsletters, family activities

Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Update AO in Skyward monthly, Conference with parents and students regarding opportunities, Primes instruction for all students. Providing Talent Development for all AO students not identified gifted or enrolled in a gifted cluster.	Admin, Coaches, Leadership Team, Teachers	5/2022	N	Quarterly	Grades in PRIMES, Skyward, SCPS Dashboard Data, Talent Development, and lesson plans

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Scheduled time dedicated to Computer Science Initiatives in fifth grade	5th grade teachers, STEM teacher, Admin	5/2022	N	Quarterly	Increased digital tools earned by students
Collaboration between STEM classroom and 5th-grade teachers to support instruction in the general education classroom as well as the special areas classroom to provide students increased computer science activities.	5th grade teachers, STEM teacher, Admin	5/2022	N	Throughout the year	Increased digital tools earned by students

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	Partially Almost
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All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Partially Beginning
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Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.	Partially Almost
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Action Plan

Indicator 1

The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Create a spreadsheet with identified roles and responsibilities for the key person (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals).	ESE Teachers, School Counselor, Admin team	5/2022	N	Daily	Data chat with all teachers - grade level teachers and teachers of students with disabilities

Indicator 2

All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
General education teachers collaborate with special education teachers, and other related services personnel, to use a variety of data collection tools and processes to continuously assess progress of SWDs in general education classrooms	All instructional staff	5/2022	N	Weekly	Lesson plans and formative assessments

Indicator 3

Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Information and strategies are provided on topics such as helping with homework, test preparation, available resources	ESE teachers, classroom teachers	5/2022	N	Monthly	Meeting minutes

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Learning Target alignment to standards and Depth of Knowledge - through the LSI Trend Tracking program, teachers will focus on the core instruction through the Trend Tracker Rubric. We will analyze writing learning targets that relate to the overall objective of the lesson, identify the complexity of student work and provide training on effective group work.	1	Fall 2021	Student engagement, feedback, planning	Teachers - school-wide	54	Admin, Coaches
Standards-Based instructional planning with complexity and assessment design	1	10/2021	Planning, instruction, item analysis	Teachers by subject area and grade level	54	Admin, Coaches
Monitoring learning targets - teachers will work to provide innovative ways to track student progress toward the learning target. We will also look to increase the number of students tracking their own progress toward the learning goal.	1	Fall 2021	Planning, instruction	Teachers by subject area and grade level	50	Admin, Coaches
MicroSociety Implementation - As we prepare for our program of emphasis, there will be a significant amount of PD time allocated to implementing the new MicroSociety curriculum.	1	Spring 2022	Student facilitated work, school-wide accountability, increase in group/teamwork	All staff	85	Principal
Student-centered classroom culture	2	Fall 2021	behavioral/social-emotional	school-wide teachers	54	Admin, Coaches, School Counselor