

Orange County Public Schools

Princeton Elementary



2017-18 Schoolwide Improvement Plan

Princeton Elementary

311 W PRINCETON ST, Orlando, FL 32804

<https://princetones.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Princeton Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Princeton Elementary offers multiple parent and school networking opportunities. These opportunities help the school learn more about the students and their cultures. This process allows the school to develop and maintain positive relationships with our students and families. Princeton is extremely fortunate; we have a tremendous amount of parental and community support. Some of the opportunities we offer are Family Literacy Night, Family Math Night, Orlando Science Center Night, Moon Party, Junior Achievement, Modern Woodmen Oration, Celebrate the Arts, Sunday in the Park, Winter Park Art Festival, book fairs, parent conference nights, spring musical performance, two holiday shows, variety show, and multiple musical concerts (recorder, Orff ensemble and chorus). Princeton also offers extracurricular club participation to include Odyssey of the Mind, Math Olympiad, Science Olympiad, Battle of the Books, National Elementary Junior Honor Society, safety patrols, morning news crew, Chess Club and Panthers on the Run. Additionally, there are multiple opportunities for the community to be involved on campus. These include Thanksgiving picnic, breakfast with Santa, Pop Hop, movie night, Teach In, the Princeton Community garden, fifth grade Washington D.C. field trip, Edgewater Homecoming, Holiday on the Drive, swim lessons for Kindergarten through second grade, and Princeton Fall Festival. Students and staff participate in school wide initiatives to include Red Ribbon Week, Pink Panther Week, Pediatric Cancer Awareness, Pennies for Patients, and Black History Month.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Princeton Elementary, student safety is a primary concern. In order to guarantee students know they are safe and respected on campus, staff members hold specific responsibilities and duties to make this possible. During arrival and dismissal, there are specific drop off and pick up points for students, and all visitors through campus must enter through the front doors and be signed in through our Raptor system. The system generates a picture identification badge that must be worn at all times when moving about the campus.

Throughout the school day, there are procedures followed by all on campus. Students and staff are expected to be "Pawsitive Panthers" and remain safe, helpful, and respectful. Bullying, harassment, and discrimination of any kind is not tolerated. We use the OCPS Code of Conduct as our compass for student expectations, and all students and staff review the OCPS Code of Conduct at least quarterly. Princeton remains focused on building and maintaining connections, which allows students, teachers, and staff to work together toward a shared vision as part of a school family.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Students and staff are expected to be "Pawsitive Panthers" and remain safe, helpful, and respectful. Bullying, harassment, and discrimination of any kind is not tolerated. We use the OCPS Code of Conduct as our compass for student expectations, and all students and staff review the OCPS Code of Conduct at least quarterly. Princeton remains focused on building and maintaining connections, which allows students, teachers, and staff to work together toward a shared vision as part of a school family. Each grade level creates and submits a behavior plan to the administrative team at Princeton. This provides consistency for the students. Princeton has also implemented a pre-referral process. If an issue arises in class, the teacher documents the incident and the strategies they have implemented to resolve the behavior. A discipline referral follows three pre-referral interventions. The process also starts over each grading period. Students exhibiting a need for tiered behavior interventions are referred to our school problem-solving team to begin the MTSS process. Professional development and teacher support is offered to teachers on an ongoing basis.

d. 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.

To enhance the social and emotional well-being of Princeton students, every effort is made to identify and meet the needs of our student body. We foster a school family environment and promote working together. As part of a needs assessment, social skills groups were identified by parents as a component that would benefit our school family. Weekly social skills groups are held with a certified teacher and focus on age-appropriate needs. Additionally, during weekly administrative meetings, data chats, PLCs, and SAC and PTA meetings, Princeton stakeholders identify ways to further meet the social emotional needs of the students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Princeton utilizes Early Warning Indicators to assess areas of need and collaborate as a problem-solving team. As a school, we review students who are present less than 90% of the time, have one or more suspensions, or have a course failure in English Language Arts or Mathematics. In addition, students with two or more indicators are tracked and monitored through our MTSS program.

Indicators are tracked and monitored in the following ways:

Attendance Below 90%- Assistant Principal, School Social Worker, and Registrar collaborate to monitor student attendance. Each month, SMS is used to pull attendance letters for students who have missed five days within the month or ten year-to-date. If the student continues an irregular attendance pattern, a child-study meeting is held to determine next steps and offer support and resources to the family of the student.

One or More Suspensions- When the student reaches one suspension, an immediate MTSS meeting is held to discuss behavior in a team problem-solving setting. Classroom teacher participates and, if needed, a behavior plan is set up for the individual student.

Course Failure in ELA or Math: Students who have a course failure from the previous year are monitored through the MTSS program and attend weekly interventions with their grade-level peers. Students also use I-Ready, an online program that tiers learning experiences to meet individual student needs. These students are regularly discussed at grade-level data chats, PLCs, and administrative team meetings.

Level 1 on Statewide Assessment- Students who scored a Level 1 on FSA fall into our lowest

quartile. These students are monitored using I-Ready, common assessment scores, and MTSS data. Parents of students exhibiting two or more indicators participate in child study problem-solving meetings.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	4	1	4	5	7	0	0	0	0	0	0	0	21
One or more suspensions	0	1	0	1	0	6	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	2	6	0	0	0	0	0	0	0	9

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Princeton Elementary utilizes many intervention strategies to improve academic performance of students identified by the early warning system. Some strategies include parent conferences, home visits, after school tutoring, Saturday Panther academy, counseling and social service referrals. MTSS intervention are also provided for struggling students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Princeton Elementary School is a recipient of the 5 STAR SCHOOL Award for exemplary community involvement. We offer numerous opportunities to encourage family and community involvement: monthly PTA meetings, monthly SAC meetings, Parent Conference Night (twice a year), Family Literacy Night, Family Math Night, Orlando Science Center Night, the Moon Party, Junior Achievement, Modern Woodman Oratorical contest, the Variety Show, two Holiday Shows, a spring performance/play, multiple musical concerts (chorus, Orff ensemble, recorder ensemble), Breakfast with Santa, Princeton's Thanksgiving Picnic, the annual Pop Hop, Edgewater Homecoming festivities,

The Eagle Run 5-K, Sunday in the Park, Holiday on the Drive, Winter Park Art Festival, two Scholastic Book Fairs, Teach-In Movie Night, Science Olympiad (parent volunteers), Math Olympiad (parent volunteers), Chess Club (parent volunteers), Odyssey of the Mind (parent volunteers), Battle of the Books (parent volunteers), Panthers on the Run (parent volunteers), National Elementary Honor Society (community service), School Garden (community partnerships). Additionally, we engage families in the following school-wide initiatives: Going Gold for Pediatric Cancer, Red Ribbon Week, Pink Panther Week, Pennies for Patients, and Black History Month.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Princeton greatly values its partners in education. We build and sustain ongoing partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement:

Some of our partners in education continue to be the YMCA, College Park Community Center, Orlando Babe Ruth, Karate Zoo, Orlando Science Center, Mathnasium, and Martial Arts World.

As a school, we participate in OCPS Teach-In, invite College Park businesses to school events, and families and staff attend other College Park events taking place in the community.

Princeton believes in celebrating our partners in education, and we value our community partnerships greatly. Each year we submit ADDitions volunteer names to the district for county recognition and hold multiple events inclusive of recognition of the members and organizations that support the students of Princeton Elementary.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fritz, Jason	Principal
Pollock, Marcy	Instructional Coach
Jacobson, Kimberly	School Counselor
Murchison, Nancy	Assistant Principal
Duckworth, Kelly	Instructional Media
Kohr, Heather	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

All members on the team support the mission and vision of Princeton Elementary through shared leadership, instructional mentorship, and collaborate as a school problem-solving team. Jason Fritz, principal, is the primary school improvement plan contact and with his guidance, the team works together to implement all components, work toward goals, and monitor progress being made toward the steps in our action plan. All other members of the leadership team provide support and guidance to teachers and staff that aligns with the school improvement plan, with our primary aim being to serve the students of Princeton.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Committee will meet bi-weekly and discuss the following:

1) Review data and links to instructional decisions, 2) review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, 3) identify students at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus while making decisions about implementation.

Part D:

SAI funds will be utilized for staff professional development throughout the year. Professional Development will be provided for the following topics:

- FSA Standards
- Deliberate Practice
- Academic Planning
- Math Gradual Release Model
- MTSS
- iReady
- Canvas
- MTP Assessment Creation
- Technology Integration

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jason Fritz	Principal
Kimberly Jacobson	Education Support Employee
Christopher Lindsey	Parent
Kelly Piatkowski	Student
Mariam Adam	Teacher
Nancy Murchison	Education Support Employee
Linda Polcha	Parent
Kelly Culbert-Anderson	Teacher
Beth Petteway	Teacher
Marcy Pollock	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviews the SIP and the FCAT data from last year. The team determines which strategies were the most and least effective. The SAC can provide suggestions to enhance the SIP for the current school year.

b. Development of this school improvement plan

The SAC Committee assists with the progress monitoring of the SIP. The SAC Committee provides input throughout the year regarding student safety, student achievement, and student experiences.

c. Preparation of the school's annual budget and plan

The SAC reviews the budget associated with the SIP.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We did not receive any SIP funds.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fritz, Jason	Principal
Pollock, Marcy	Instructional Coach
Duckworth, Kelly	Instructional Media
Jacobson, Kimberly	Teacher, ESE
Murchison, Nancy	Assistant Principal
Kohr, Heather	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The primary initiative of the Literacy Leadership Team is to support and promote reading success for all students and teachers. The team is comprised of administrators, coaches, teachers and support staff who meet regularly with a focus on literacy instruction, curriculum and family engagement. The team will support teachers by implementing on-going, comprehensive professional development aligned to staff needs. This may include trainings such as iReady instruction, Accelerated Reader, deconstructing standards, vertical alignment and interventions for struggling readers. Weekly grade-level Professional Learning Community meetings ensure teachers are planning, collaborating and

reviewing/analyzing data help to build school literacy.

The team is also responsible for hosting a Family Literacy Night, participating in Florida's Celebrate Literacy Week, and sets up two Scholastic Book fairs. Princeton keeps our students reading!

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Princeton provides multiple opportunities that encourage positive relationships between teachers which include collaborative planning and instruction. Each grade-level is provided a planning day for each grading period. This process provides the teachers with the time and focus needed to create rigorous and quality lesson plans for the upcoming grading period. Grade-level teams meet weekly as a Professional Learning Community to discuss their lesson plans and review data to guide any instructional decisions. Teachers also visit model classrooms and complete focused peer observations under the guidance of instructional coaches.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Princeton reviews and analyzes the resumes of applicants who have been screened by the OCPS E-Recruiting System which determines if the applicant is highly qualified. In addition, Princeton follows OCPS policy and procedures by obtaining a verbal reference for any teacher who is hired. Princeton hires and retains highly qualified personnel to work with students. When a teacher is identified as needing additional support, the leadership team creates a support plan. Princeton's leadership team provides ongoing professional development opportunities to promote continuous learning on campus.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The teacher mentors provide information and support for mentees with instructional programs and expectations. The mentors will also model lessons and assist with the implementation of MTSS, Marzano High-Yield Strategies, 21st Century Classroom, and Florida Assessment Standards. Mentor teachers are selected based on their students' academic performance, noted positive interactions with teachers and staff, knowledge of the planning and implementation of our curriculum standards, and the desire to offer specific and actionable feedback to colleagues.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

To assist students having difficulty attaining proficiency, intervention plans are created for those who exhibit Early Warning System indicators. This plan is monitored and/or modified by the MTSS committee.

Instruction is supplemented to assist students in attaining advanced levels on state assessments through enrichment lessons from the core curriculum, differentiated small group activities, and participation in the gifted curriculum.

Based on Princeton's Best Practices for Inclusive Education self-assessment, a priority need is a school-wide approach for planning and implementing Universal Design for Learning. The plans are to be strategic, goal-directed and differentiate the ways that students can express what they know.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 15,000

At Princeton Elementary the curriculum is extended outside of the regular learning day in several ways. We offer numerous opportunities to encourage family and community involvement. We hold monthly PTA meetings, monthly SAC meetings, Parent Conference Nights twice annually, Family Literacy Night, Family Math Night, Orlando Science Center Night, the Moon Party, Junior Achievement Day, Modern Woodsman Oration contest, the Variety Show, two Holiday Shows, a spring performance, multiple musical concerts, Breakfast with Santa, Princeton's Thanksgiving Picnic, the annual Pop Hop, Edgewater Homecoming festivities, The Eagle Run 5-K, Sunday in the Park, Holiday on the Drive, Winter Park Art Festival, two Scholastic Book Fairs, Teach-In Movie Night, Science Olympiad, Math Olympiad, Chess Club, Odyssey of the Mind, Battle of the Books, Panthers on the Run, National Elementary Honor Society, and we upkeep and care for a school garden.

Strategy Rationale

These extended learning experiences have a positive impact on student achievement and bring students together with the community.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fritz, Jason, jason.fritz@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

- Surveys

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To assist in the preschool transition, Princeton Elementary invites preschool teachers to visit Kindergarten classrooms, holds several tours and Kindergarten roundup sessions, and participates in Orange County Public Schools' Kindergarten Pre-registration drive.

To support the transition to middle school, we partner with feeder middle schools, take 5th graders on a field trip to Lee Middle School, invite guidance counselors from middle schools to visit Princeton and share information with students and parents, and we begin departmentalization in Fourth grade to aide in the transition.

b. College and Career Readiness

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

Each teacher displays pennants, flags, and other artifacts from their alma mater in their classroom. Students and staff are encouraged to wear college apparel on our weekly College Spirit day. Staff members from local colleges are invited to speak to our students during our annual Teach-in.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Teachers integrate technology in their lessons to ensure that our students are familiar with prominent and emerging technology. Students who qualify to enroll in the Virtual School offered by Orange County Public Schools participate digital learning online.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Community members discuss career and technical education during our annual Teach-in. Classroom teachers integrate technology within their lessons to expose students to the importance of technology in their lives today and future careers.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Classroom teachers require students to use their school planners to record their assignments and important calendar information. Intermediate teachers require students to organize their daily work into notebooks and teach the students various methods of note-taking.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Princeton Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)
- G2.** Princeton Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).
- G3.** Princeton Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Princeton Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1a

G094764

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient Tier II and Tier III instruction implemented in ELA and Mathematics during FBS block.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Princeton Elementary will use iReady, MTSS, Journeys Intervention, Common Formative Assessments, Collaborative Teams, and our Professional Development Plan to overcome the barriers to success.

Plan to Monitor Progress Toward G1. 8

Classroom observations, MTP assessments, i-Ready, and progress monitoring data will be monitored for effectiveness.

Person Responsible

Jason Fritz

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

iObservation data, performance on MTP assessments, i-Ready data, and progress monitoring data.

G2. Princeton Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1a

G094765

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
Math Gains	78.0

Targeted Barriers to Achieving the Goal 3

- There is a lack in differentiated instruction to top 25% of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches and technology will be the primary resources to meet this goal.

Plan to Monitor Progress Toward G2. 8

Small group lesson plans and iObservation feedback will be used to monitor effectiveness and adjust professional development needs accordingly.

Person Responsible

Jason Fritz

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Small group lesson plans will show differentiated group instruction, and iObservation feedback will be used to monitor effectiveness and adjust professional development needs accordingly.

G3. Princeton Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance). 1a

G094766

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
Math Gains	78.0
Statewide Science Assessment Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- The instructional staff requires additional support, resources, and training with standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will be provided iReady training, conduct PLC's with instructional coaches, and conduct lesson studies to overcome the targeted barrier.

Plan to Monitor Progress Toward G3. 8

Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes, Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for their individual professional growth.

Person Responsible

Jason Fritz

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes. Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for use during small group instruction. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Princeton Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) **1**

 G094764

G1.B1 Lack of sufficient Tier II and Tier III instruction implemented in ELA and Mathematics during FBS block. **2**

 B254801

G1.B1.S1 Teachers will use resources such as: i-Ready toolbox, i-Ready tools for instruction, FCRR activities, Journey's interventions, Journey's ELL, and Go Math to use during the FBS .block **4**

 S269166

Strategy Rationale

Teachers need to have resources and the knowledge to be able to appropriately utilize research based interventions to help students eliminate deficiencies and master core instruction

Action Step 1 **5**

Teachers will use research based interventions during the FBS block to help students eliminate deficiencies and master core instruction

Person Responsible

Marcy Pollock

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Lesson plans, common assessment data, i-Ready data, and observation data will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Reteach assessments, and classroom observation will be used to monitor the fidelity for which research based interventions are being used.

Person Responsible

Jason Fritz

Schedule

Biweekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Reteach assessments, classroom observation data, and MTSS data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Reteach assessments, classroom observation will be used to monitor implementation.

Person Responsible

Jason Fritz

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

PLC forms, Reteach Assessments, iObservation data.

G1.B1.S2 PLC meetings will occur weekly in ELA, Math, and MTSS to plan for and implement differentiated lessons for the lowest 25% of students in Math and ELA. 4

 S269167

Strategy Rationale

By planning for specific interventions teachers will be able to focus the instruction and differentiate small group lessons for the lowest 25% of students in ELA and Math.

Action Step 1 5

Weekly ELA, Math, and MTSS PLC's will take place in all grade levels.

Person Responsible

Jason Fritz

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

PLC groups will take meeting minutes to record data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to each grade level's Google Doc folder.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Grade level meeting minutes will be reviewed on a weekly basis.

Person Responsible

Nancy Murchison

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

PLC groups will take meeting minutes to record data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to each grade level's Google Doc folder.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitoring of PLC meetings with guided feedback from the leadership team will occur.

Person Responsible

Jason Fritz

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

PLC groups will take meeting minutes to record data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to each grade level's Google Doc folder.

G2. Princeton Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1

G094765

G2.B1 There is a lack in differentiated instruction to top 25% of students. 2

B254802

G2.B1.S1 School leadership team will support teachers to review data, plan, and implement lessons. 4

S269168

Strategy Rationale

When teachers are supported and data monitored closely, there will be noted improvement.

Action Step 1 5

School leadership team will hold data chats with a focus on student data and writing small group plans based on the data.

Person Responsible

Marcy Pollock

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC minutes will document specific student's academic needs, Data chat summaries will outline initial academic data assessment with a follow up reflection, iObservation feedback that includes being monitored in Element 15 within the Marzano framework (Organizing Students to Practice and Deepen).

Action Step 2 5

Instructional coaches will assist grade-level teams in aligning standards to district scope and sequence.

Person Responsible

Marcy Pollock

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC Minutes will show the specific standards that are being deconstructed. Lesson plans will include deconstructed standards written in student-friendly language.

Action Step 3 5

Instructional coaches will provide professional development to teachers on differentiated instruction that is tailored to the top 25%.

Person Responsible

Marcy Pollock

Schedule

On 5/30/2018

Evidence of Completion

Scales posted in student-friendly language in classroom, Teacher-student data chat forms will show student reflection as they work to meet learning goals. Lesson plans will be monitored for evidence of enrichment activities for the top 25%.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Small group lesson plans will show teacher differentiation of lessons and enrichment opportunities for the top 25%.

Person Responsible

Jason Fritz

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC Minutes will document specific student's academic needs, Data Chat Summaries will outline initial academic data assessment with a follow up reflection, iObservation feedback that includes being monitored in Element 15 within the Marzano framework (Organizing Students to Practice and Deepen). iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The school problem-solving team will meet with grade-levels on an ongoing basis, review data, and coach teachers through the planning and implementation process.

Person Responsible

Kimberly Jacobson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC Minutes will document specific student's academic needs, Data Chat Summaries will outline initial academic data assessment with a follow up reflection, iObservation feedback that includes being monitored in Element 15 within the Marzano framework (Organizing Students to Practice and Deepen). iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

G2.B1.S2 Instructional coaches will provide professional development to grade-level professional learning communities to implement Marzano's Super 7, high-yield, differentiated instruction strategies.

4

 S269169

Strategy Rationale

Providing specific training opportunities related to differentiated instruction will support teachers and impact student performance.

Action Step 1 5

Instructional coaches will provide professional development on Marzano's high-yield strategies during PLC.

Person Responsible

Marcy Pollock

Schedule

On 5/30/2018

Evidence of Completion

PLC Minutes will include grade-level discussions and action research topics being discussed, Staff surveys will show an increase in understanding of Marzano strategies, iObservation data will show in increase in teachers using Marzano's Super 7 Strategies

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

To monitor the fidelity of implementation, lesson plans will be uploaded to SharePoint for the leadership team to review.

Person Responsible

Marcy Pollock

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC Minutes will include grade-level discussions and action research topics being discussed, Staff surveys will show an increase in understanding of Marzano strategies, iObservation data will show an increase in teachers using Marzano's Super 7 Strategies. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Small group lesson plans and iObservation feedback will be used to monitor effectiveness and adjust professional development needs accordingly.

Person Responsible

Jason Fritz

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Small group lesson plans and iObservation feedback will be used to monitor effectiveness and adjust professional development needs accordingly. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

G3. Princeton Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance). 1

G094766

G3.B1 The instructional staff requires additional support, resources, and training with standards-based instruction. 2

B254803

G3.B1.S1 Faculty will be provided with on-going professional development to support the use of iReady for differentiated instruction. 4

S269170

Strategy Rationale

Providing teachers with on-going professional development will allow for the process to take place with fidelity.

Action Step 1 5

iReady will conduct three PD sessions throughout the school year to support teachers on the use of iReady data to create proper tiered groups and implement lessons through small group instruction.

Person Responsible

Kimberly Jacobson

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady data, tiered groups, and PLC meeting notes.

Action Step 2 5

The school leadership team will facilitate data chats to review data, group students, and make intervention decisions.

Person Responsible

Jason Fritz

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes, Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for their individual professional growth

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

MTSS data and intervention group observations will be used as a monitoring tool.

Person Responsible

Marcy Pollock

Schedule

Monthly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes, Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for their individual professional growth. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative team will monitor the effectiveness of MTSS data to drive instruction during interventions.

Person Responsible

Jason Fritz

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes, Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for their individual professional growth. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

G3.B1.S2 The administrative team will facilitate instructional rounds to give teachers the opportunity to observe effective ELA, Math, and Science instruction. Teachers will be provided specific and actionable feedback to implement effective differentiated lessons within their own classroom. 4

S269171

Strategy Rationale

Instructional rounds can provide high-quality teaching and learning for all Princeton students.

Action Step 1 5

Instructional coaches will provide support to teachers as they form tiered intervention groups based on student need using iReady data.

Person Responsible

Marcy Pollock

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Notes from the debriefing sessions documenting new found knowledge of standards-based instruction will be collected and serve as evidence of task completion.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Instructional rounds worksheets and debriefing notes will be collected and serve as evidence of monitoring for fidelity of implementation.

Person Responsible

Marcy Pollock

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Completion of instructional rounds worksheets will provide evidence of knowledge acquired by each teacher. In addition, implementation of the acquired strategies will be evident through informal and formal observations. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The leadership team will lead the teachers through the instructional rounds and conduct follow-up meetings and subsequent sessions as needed based on evidence collected.

Person Responsible

Jason Fritz

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data will be collected from iReady lessons, common assessments, and student data chats will be collected and analyzed. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.MA1  M383843	MTSS data and intervention group observations will be used as a monitoring tool.	Pollock, Marcy	8/14/2017	Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes, Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for their individual professional growth. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/28/2018 monthly
G1.MA1  M383836	Classroom observations, MTP assessments, i-Ready, and progress monitoring data will be monitored...	Fritz, Jason	8/28/2017	iObservation data, performance on MTP assessments, i-Ready data, and progress monitoring data.	5/30/2018 weekly
G2.MA1  M383841	Small group lesson plans and iObservation feedback will be used to monitor effectiveness and adjust...	Fritz, Jason	8/14/2017	Small group lesson plans will show differentiated group instruction, and iObservation feedback will be used to monitor effectiveness and adjust professional development needs accordingly.	5/30/2018 monthly
G3.MA1  M383846	Data chats between student and teacher will be logged and included in PLC minutes and data chat...	Fritz, Jason	8/14/2017	Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes. Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for use during small group instruction. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/30/2018 monthly
G1.B1.S1.MA1  M383832	Reteach assessments, classroom observation will be used to monitor implementation.	Fritz, Jason	8/28/2017	PLC forms, Reteach Assessments, iObservation data.	5/30/2018 weekly
G1.B1.S1.MA1  M383833	Reteach assessments, and classroom observation will be used to monitor the fidelity for which...	Fritz, Jason	8/28/2017	Reteach assessments, classroom observation data, and MTSS data.	5/30/2018 biweekly
G1.B1.S1.A1  A359199	Teachers will use research based interventions during the FBS block to help students eliminate...	Pollock, Marcy	8/28/2017	Lesson plans, common assessment data, i-Ready data, and observation data will be used as evidence.	5/30/2018 weekly
G2.B1.S1.MA1  M383837	The school problem-solving team will meet with grade-levels on an ongoing basis, review data, and...	Jacobson, Kimberly	8/14/2017	PLC Minutes will document specific student's academic needs, Data Chat Summaries will outline initial academic data assessment with a follow up reflection, iObservation feedback that includes being monitored in Element 15 within the Marzano framework (Organizing Students to Practice and Deepen). iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/30/2018 weekly
G2.B1.S1.MA1  M383838	Small group lesson plans will show teacher differentiation of lessons and enrichment opportunities...	Fritz, Jason	8/14/2017	PLC Minutes will document specific student's academic needs, Data Chat Summaries will outline initial academic data assessment with a follow up	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				reflection, iObservation feedback that includes being monitored in Element 15 within the Marzano framework (Organizing Students to Practice and Deepen). iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	
G2.B1.S1.A1  A359201	School leadership team will hold data chats with a focus on student data and writing small group...	Pollock, Marcy	8/14/2017	PLC minutes will document specific student's academic needs, Data chat summaries will outline initial academic data assessment with a follow up reflection, iObservation feedback that includes being monitored in Element 15 within the Marzano framework (Organizing Students to Practice and Deepen).	5/30/2018 every-3-weeks
G2.B1.S1.A2  A359202	Instructional coaches will assist grade-level teams in aligning standards to district scope and...	Pollock, Marcy	8/14/2017	PLC Minutes will show the specific standards that are being deconstructed. Lesson plans will include deconstructed standards written in student-friendly language.	5/30/2018 quarterly
G2.B1.S1.A3  A359203	Instructional coaches will provide professional development to teachers on differentiated...	Pollock, Marcy	8/14/2017	Scales posted in student-friendly language in classroom, Teacher-student data chat forms will show student reflection as they work to meet learning goals. Lesson plans will be monitored for evidence of enrichment activities for the top 25%.	5/30/2018 one-time
G3.B1.S1.MA1  M383842	Administrative team will monitor the effectiveness of MTSS data to drive instruction during...	Fritz, Jason	8/14/2017	Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes, Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for their individual professional growth. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/30/2018 monthly
G3.B1.S1.A1  A359205	iReady will conduct three PD sessions throughout the school year to support teachers on the use of...	Jacobson, Kimberly	8/14/2017	iReady data, tiered groups, and PLC meeting notes.	5/30/2018 quarterly
G3.B1.S1.A2  A359206	The school leadership team will facilitate data chats to review data, group students, and make...	Fritz, Jason	8/14/2017	Data chats between student and teacher will be logged and included in PLC minutes and data chat minutes, Teachers will complete a self-assessment following data chats with administration that will include ideas and strategies for their individual professional growth	5/30/2018 every-3-weeks
G2.B1.S2.MA1  M383839	Small group lesson plans and IObservation feedback will be used to monitor effectiveness and adjust...	Fritz, Jason	8/14/2017	Small group lesson plans and IObservation feedback will be used to monitor effectiveness and adjust professional development needs accordingly. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/30/2018 monthly

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Princeton Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1 M383840	To monitor the fidelity of implementation, lesson plans will be uploaded to SharePoint for the...	Pollock, Marcy	8/14/2017	PLC Minutes will include grade-level discussions and action research topics being discussed, Staff surveys will show an increase in understanding of Marzano strategies, iObservation data will show in increase in teachers using Marzano's Super 7 Strategies. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/30/2018 monthly
G2.B1.S2.A1 A359204	Instructional coaches will provide professional development on Marzano's high-yield strategies...	Pollock, Marcy	8/14/2017	PLC Minutes will include grade-level discussions and action research topics being discussed, Staff surveys will show an increase in understanding of Marzano strategies, iObservation data will show in increase in teachers using Marzano's Super 7 Strategies	5/30/2018 one-time
G3.B1.S2.MA1 M383844	The leadership team will lead the teachers through the instructional rounds and conduct follow-up...	Fritz, Jason	8/14/2017	Data will be collected from iReady lessons, common assessments, and student data chats will be collected and analyzed. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/30/2018 weekly
G3.B1.S2.MA1 M383845	Instructional rounds worksheets and debriefing notes will be collected and serve as evidence of...	Pollock, Marcy	8/14/2017	Completion of instructional rounds worksheets will provide evidence of knowledge acquired by each teacher. In addition, implementation of the acquired strategies will be evident through informal and formal observations. iReady growth monitoring data will be used along with teacher progress monitoring of all Tier II and Tier III students to monitor student growth.	5/30/2018 quarterly
G3.B1.S2.A1 A359207	Instructional coaches will provide support to teachers as they form tiered intervention groups...	Pollock, Marcy	8/14/2017	Notes from the debriefing sessions documenting new found knowledge of standards-based instruction will be collected and serve as evidence of task completion.	5/30/2018 monthly
G1.B1.S2.MA1 M383834	Monitoring of PLC meetings with guided feedback from the leadership team will occur.	Fritz, Jason	10/2/2017	PLC groups will take meeting minutes to record data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to each grade level's Google Doc folder.	6/8/2018 weekly
G1.B1.S2.MA1 M383835	Grade level meeting minutes will be reviewed on a weekly basis.	Murchison, Nancy	10/2/2017	PLC groups will take meeting minutes to record data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to each grade level's Google Doc folder.	6/8/2018 weekly
G1.B1.S2.A1 A359200	Weekly ELA, Math, and MTSS PLC's will take place in all grade levels.	Fritz, Jason	10/2/2017	PLC groups will take meeting minutes to record data discussions, best practices, common assessments, and curriculum during meetings. The minutes will be archived on a weekly basis to each grade level's Google Doc folder.	6/8/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Princeton Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).

G2.B1 There is a lack in differentiated instruction to top 25% of students.

G2.B1.S1 School leadership team will support teachers to review data, plan, and implement lessons.

PD Opportunity 1

School leadership team will hold data chats with a focus on student data and writing small group plans based on the data.

Facilitator

iReady Consultant, CRT, Reading Coach, Assistant Principal, and Principal.

Participants

All instructional staff and selected paraprofessionals

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

PD Opportunity 2

Instructional coaches will assist grade-level teams in aligning standards to district scope and sequence.

Facilitator

Reading Coach, CRT

Participants

All Instructional staff will participate.

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

PD Opportunity 3

Instructional coaches will provide professional development to teachers on differentiated instruction that is tailored to the top 25%.

Facilitator

Reading Coach, CRT

Participants

All Instructional staff will participate.

Schedule

On 5/30/2018

G2.B1.S2 Instructional coaches will provide professional development to grade-level professional learning communities to implement Marzano's Super 7, high-yield, differentiated instruction strategies.

PD Opportunity 1

Instructional coaches will provide professional development on Marzano's high-yield strategies during PLC.

Facilitator

CRT and Reading Coach

Participants

All instructional personnel will participate.

Schedule

On 5/30/2018

G3. Princeton Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance).

G3.B1 The instructional staff requires additional support, resources, and training with standards-based instruction.

G3.B1.S1 Faculty will be provided with on-going professional development to support the use of iReady for differentiated instruction.

PD Opportunity 1

iReady will conduct three PD sessions throughout the school year to support teachers on the use of iReady data to create proper tiered groups and implement lessons through small group instruction.

Facilitator

Staffing Specialist, CRT, and Reading Coach

Participants

All K-5 teachers will participate.

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

PD Opportunity 2

The school leadership team will facilitate data chats to review data, group students, and make intervention decisions.

Facilitator

Principal, Staffing Specialist, Instructional Coaches

Participants

All K-5 teachers will participate.

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

G3.B1.S2 The administrative team will facilitate instructional rounds to give teachers the opportunity to observe effective ELA, Math, and Science instruction. Teachers will be provided specific and actionable feedback to implement effective differentiated lessons within their own classroom.

PD Opportunity 1

Instructional coaches will provide support to teachers as they form tiered intervention groups based on student need using iReady data.

Facilitator

Instructional coach

Participants

All K-5 teachers will participate.

Schedule

Monthly, from 8/14/2017 to 5/30/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will use research based interventions during the FBS block to help students eliminate deficiencies and master core instruction				\$0.00
2	G1.B1.S2.A1	Weekly ELA, Math, and MTSS PLC's will take place in all grade levels.				\$0.00
3	G2.B1.S1.A1	School leadership team will hold data chats with a focus on student data and writing small group plans based on the data.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Princeton Elementary	General Fund		\$5,000.00
4	G2.B1.S1.A2	Instructional coaches will assist grade-level teams in aligning standards to district scope and sequence.				\$0.00
5	G2.B1.S1.A3	Instructional coaches will provide professional development to teachers on differentiated instruction that is tailored to the top 25%.				\$0.00
6	G2.B1.S2.A1	Instructional coaches will provide professional development on Marzano's high-yield strategies during PLC.				\$0.00
7	G3.B1.S1.A1	iReady will conduct three PD sessions throughout the school year to support teachers on the use of iReady data to create proper tiered groups and implement lessons through small group instruction.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Princeton Elementary	General Fund		\$5,000.00
8	G3.B1.S1.A2	The school leadership team will facilitate data chats to review data, group students, and make intervention decisions.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Princeton Elementary	General Fund		\$0.00
9	G3.B1.S2.A1	Instructional coaches will provide support to teachers as they form tiered intervention groups based on student need using iReady data.				\$0.00
Total:						\$10,000.00