FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Princeton Elementary
311 W PRINCETON ST
Orlando, FL 32804
407-245-1840

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	41%

Alternative/ESE Center	Charter School	Minority Rate
No	No	42%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Princeton Elementary

Principal
Andronidus Rollins

School Advisory Council chair
Charlene Norato

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Beth Christner	Curriculum Resource Teacher
Marcy Pollock	Reading Coach
Luly Cueto-Lauridsen	Dean
Marie Trotman	Staffing Specialist

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

•Charlene Norato Chair/Parent
•Andrew Rollins Principal/District Employee
•Beth Christner CRT/District Employee
•Sonya Hill Parent
•Marcy Ravndal Parent
•Christina Sanford Parent

Involvement of the SAC in the development of the SIP

•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.

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Activities of the SAC for the upcoming school year

•Monthly meetings
•Review SIP
•Provide input and recommendation throughout the year to improve student achievement and student experiences.

Projected use of school improvement funds, including the amount allocated to each project

•We do not receive any SIP funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Andronidus Rollins		
Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	•NOVA Southeastern University, Doctorate in Educational Leadership, November 2004 •University of Central Florida, Master's Degree, Administration and Leadership Education, August 1998•University of Central Florida, Bachelor of Science, Elementary Education, May 1995 •Florida School Principal Certification •Educational Leadership Certification •Elementary Education Certification	
Performance Record	Princeton Elementary Data 2012-2013 (Principal) •School Grade: A •FCAT Reading Level 3: 78% •FCAT Reading Learning Gains: 73% •FCAT Reading Lowest 25%: 73% •FCAT Math Level 3: 71% •FCAT Math Learning Gains: 68% •FCAT Math Lowest 25: 72% •FCAT Writing: 76% •FCAT Science: 72% •Total Points: 583 Freedom High School Data 2006-2011 (Assistant Principal) •Increased FCAT Reading Level 3 and above from 40% to 50% •Increased FCAT Writing High Standards from 82% to 92% •Increased Graduation rate from 79% to 93% •Increased FCAT Science Level 3 and above from 36% to 51% •Increased school grade from D to A	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Beth Christner		
Full-time / School-based	Years as Coach: 3	Years at Current School: 0
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	• University of Central Florida, PhD, Exceptional Education, August 2009 •University of Central Florida, Master's of Arts, Elementary Education, May 1999 •Pennsylvania State University, Bachelors of Science, Business Administration, March 1980 •Elementary Education Certification •Exceptional Education Certification	
Performance Record	Joan Walker Elementary School, Seminole County Public Schools, Data 2008-2009 (Mathematics and Reading Specialist) Joan Walker Elementary School, Seminole County Public Schools, Data 2008-2009 (Mathematics and Reading Specialist) • School Grade: A • FCAT Reading Level 3: 92% • FCAT Reading Learning Gains: 71% • FCAT Reading Lowest 25%: 61% • FCAT Math Level 3: 87% • FCAT Math Learning Gains: 63% • FCAT Math Lowest 25: 59% • FCAT Writing: 83% • FCAT Science: 68% • Total Points: 584	

Marcy Pollock		
Part-time / School-based	Years as Coach: 9	Years at Current School: 9
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	•University of South Florida, Bachelor of Science, Elementary Education •Elementary Education Certification •Reading Endorsement (K-12) •CAR-PD Competency #1-4, Orange County Public Schools	
Performance Record	Princeton Elementary Data 2012-2013 •School Grade: A •FCAT Reading Level 3: 78% •FCAT Reading Learning Gains: 73% •FCAT Reading Lowest 25%: 73% •FCAT Math Level 3: 71% •FCAT Math Learning Gains: 68% •FCAT Math Lowest 25: 72% •FCAT Writing: 76% •FCAT Science: 72% •Total Points: 583	

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
37, 97%

 # Highly Qualified Teachers
100%

 # certified in-field
32, 84%

 # ESOL endorsed
8, 21%

 # reading endorsed
15, 39%

 # with advanced degrees
20, 53%

 # National Board Certified
3, 8%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
9, 24%

 # with 6-14 years of experience
12, 32%

 # with 15 or more years of experience
17, 45%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 Elementary is extremely fortunate regarding recruiting teachers. We always have an abundance of highly qualified teachers who want to become part of our staff. We retain teachers once they are hired by providing continuous support from the CRT, reading coach, curriculum leader, and principal through professional development opportunities. In addition we work together creating a pleasant and motivating environment for everyone.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 RTI, Best Practices, Marzano High Yield Strategies, 21st Century Classroom, and Common Core Standards.
Mentor teachers are selected based on the following factors:
• Their students' academic performance.
• Their positive interactions with students.
• Their positive interactions with parents.
• Their knowledge and implementation with curriculum.
• Their ability to communicate effectively.
• Their ability to provide positive feedback to mentees.
Mentor teachers are paired with mentee teachers based on the following factors:
• Teaching the same grade level.
• Types of educational experiences.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Committee will meet bi-weekly and discuss the following:
Review data and links to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

All members on the team support teachers and guide them through the MTSS process. The following support is provided by all members: grade level support, progress monitoring, professional

development). The Principal is responsible for monitoring the SIP and the targets identified in the plan.
•Andrew Rollins, Principal
•Beth Christner, Curriculum Resource Teacher Marcy Pollock, Reading Coach
•Luly Cueto-Lauridsen, Dean
•Marie Trotman, Staffing Specialist
•Amy Barlow, Speech Pathologist
•Amanda Lannan, ESE Teacher
•Nick Cutro, School Psychologist

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Team will implement the following process to monitor the fidelity of the SIP.
•The MTSS team will meet bi weekly as a team to discuss data.
•Each member of the MTSS team will meet bi-weekly meeting with their designated grade levels.
•Progress monitoring data uploaded on Princeton SharePoint.
•Each grade level will participate in monthly data meetings with the Principal.
•The Principal and CRT will analyze the data to determine if the SIP goals are being addressed. Instructional changes recommended to teachers based on the data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS team will utilize the following data to monitor the effectiveness of the core:
•Performance Matters Benchmark Assessments (Math, Reading and Science 3rd-5th)
•Performance Matters Benchmark Mini Assessments (Math, Reading and Science 3rd-5th)
•OC Writes (Writing-4th)
•Write Score (Writing-4th)
•FAIR Diagnostic Reading Assessment (Reading K-5th)
•Florida Comprehensive Assessment Test (FCAT 3rd-5th)
•FCAT Explorer (3rd-5th)
•FCRR (Tier 2 Reading)
•Science Fusion Assessments
•Go Math Assessments
•Journeys Assessments

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team will to support understanding of MTSS and build capacity in data-based problem solving for staff and parents by following the process below:
• Each MTSS team member will meet with their assigned grade level to discuss the RTI process.
• Additional support provided for those grade levels who need additional assistance.
• Provide staff members with PDS on RTI and graphing student results.
• Provide parents with informational letters explaining the MTSS process.
• Teachers will discuss the MTSS process with parents during Open House.
• Posting MTSS progress monitoring documents for students inputted on the Princeton Sharepoint. This allows all staff members to monitor the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 15,000

At Princeton Elementary we offer the following activities:
• Orlando Science Center Night
• School Dedication Ceremony
• Variety Show
• Braille Challenge
• Project Create (Enrichment Students 3rd-5th)
• Holiday Shows
• Breakfast with Santa
• Princeton Picnic
• Sunday in the Park (Chorus)
• Movie Night
• Alice in Wonderland Musical
• Moon Party
• Book Fairs
• Science Olympiad
• Odyssey of the Mind
• School Garden (kindergarten and first grade supported by Apenberry's)
• Gifted Classes (pull-out during the day for each grade level-30% of the population)

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

• Surveys

Who is responsible for monitoring implementation of this strategy?

• Principal
• Teachers
• Parents

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Andrew Rollins	Principal
Beth Christner	Curriculum Resource Teacher
Marcy Pollock	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets monthly to discuss, share, and plan based on classroom observations and student data. The LLT promotes the use of a variety of assessment strategies to support students' literacy achievement. The team also promotes and assists teachers in analyzing data for instructional decision-making. Professional learning opportunities to improve literacy are planned, organized, and delivered by the LLT.

Major initiatives of the LLT

The major initiative of the Literacy Leadership Team is promoting reading success for all students. The LLT will meet regularly to discuss and analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate curriculum to be sure it is consistent across all grade levels. Designated members will meet with grade level teams to share reading messages and plans for the school year. Grade level leaders will keep their teams' administrative team member informed of team decisions on their professional needs to strengthen student learning. The literacy team will choose professional development that is aligned with the needs of the staff.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Princeton Elementary school teachers and administrators implement the policies and procedures of the Orange County K-12 Comprehensive Research Based Reading Plan. Fidelity of implementation is monitored by the Principal with guidance and assistance to teachers provided by a Reading Coach, Curriculum Resource Teacher, and Media Specialist.
Our teachers conduct routine formative and summative assessments in alignment with the OCPS district annual testing calendar. Reading screenings are administered at the beginning of each school year to every Princeton student and the results are used to identify students who will then receive strategic interventions within a multi-tiered system of supports combined with frequent progress monitoring. Results of progress monitoring, along with OCPS Benchmark test results, may also be used to ensure that each teacher is contributing to the reading improvement of every student.
Additional measures in place to track reading improvement of every student are Lexile scores, Accelerated Reading program results, as well as various curriculum based measurements administered by each grade level. Data collected are analyzed by administrators in order to assess needs for additional professional development and/or guide the formation of professional learning communities.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Princeton Elementary we conduct the following to assist the preschool transition:
• Visit local preschools and present at Parent Nights
• Invite preschool teachers to visit Princeton kindergarten classes.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	78%	No	82%
American Indian				
Asian				
Black/African American	59%	44%	No	63%
Hispanic	68%	65%	No	72%
White	89%	92%	Yes	90%
English language learners				
Students with disabilities	41%	58%	Yes	47%
Economically disadvantaged	62%	50%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	25%	28%
Students scoring at or above Achievement Level 4	103	51%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		85%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	91	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	91	73%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	78%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		55%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	71%	No	77%
American Indian				
Asian				
Black/African American	58%	38%	No	62%
Hispanic	64%	65%	Yes	68%
White	84%	85%	Yes	86%
English language learners				
Students with disabilities	43%	35%	No	48%
Economically disadvantaged	61%	49%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	36%	39%
Students scoring at or above Achievement Level 4	70	35%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	72%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	72%	75%
Students scoring at or above Achievement Level 4	36	52%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	25	5%	10%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	12	3%	2%
Students who receive two or more behavior referrals	5	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

At Princeton Elementary we offer the following activities to encourage parental involvement:
- Monthly PTA Meetings
- Monty SAC Meetings
- Parent Conference Night (twice a year)
- Parent Literacy Night
- Orlando Science Center Night
- School Dedication Ceremony
- Variety Shows
- Holiday Shows

• Breakfast with Santa
• Princeton Picnic
• Sunday in the Park
• Movie Night
• Alice in Wonderland
• Moon Party
• Night Book Fairs
• Science Olympiad (parent sponsors)
• Odyssey of the Mind (parent sponsors)
• Robotics (parent sponsors)
• School Garden (kindergarten and first grade supported by Apenberry's-parent business)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of all parents that are involved in at least one school related activity.	300	70%	80%

Goals Summary

G1. I want to improve reading achievement.

G2. I want to improve math achievement.

Goals Detail

G1. I want to improve reading achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Literacy Team
- Common Core Curriculum
- Journeys Reading
- MTSS Team
- Professional Development
- After School Tutoring

Targeted Barriers to Achieving the Goal

- Implementation of new curriculum (Journey's Reading)
- Time/Resources for MTSS Tier 3

Plan to Monitor Progress Toward the Goal

Monitor the implementation of the new reading curriculum (Journey's Reading)

Person or Persons Responsible
Principal , CRT, and Reading Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Classroom Observations and Lesson Plans

G2. I want to improve math achievement.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Go Math
- SOAR Math
- Common Core Curriculum
- Before/After School Tutoring
- Professional Development
- MTSS Team
- District Staff (PDS)

Targeted Barriers to Achieving the Goal

- Providing additional time for math MTSS Tier 2 and 3

Plan to Monitor Progress Toward the Goal

Determine how to MTSS math for Tier 2 and Tier 3 students will be monitored.

Person or Persons Responsible
principal, CRT, and MTSS Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Progress Monitoring Tool updated on Princeton SharePoint Student data

Action Plan for Improvement

Problem Solving Key

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

G1. I want to improve reading achievement.

G1.B1 Implementation of new curriculum (Journey's Reading)

G1.B1.S1 Provide teachers with additional time to plan.

Action Step 1

Provide teachers with additional training opportunities with Journeys Reading.

Person or Persons Responsible

Principal , CRT, and Reading Coach

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Teachers participating in PDS for Journeys Reading.

Facilitator:

CRT and Reading Coach

Participants:

All K-5 teachers

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

Monitor the fidelity of the implementation of Journeys Reading

Person or Persons Responsible

Principal , CRT, and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Visits and Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the effectiveness of PDS opportunitiesfor teachers

Person or Persons Responsible

Principal , CRT, and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

PDS exit slips

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Time/Resources for MTSS Tier 3

G1.B2.S1 Select effective researched based reading materials tier 3 materials for students.

Action Step 1

Select effective researched based reading materials tier 3 materials for students.

Person or Persons Responsible

Select researched based reading tier 3 materials for students.

Target Dates or Schedule

October

Evidence of Completion

Tier 3 items selected and purchased.

Facilitator:

CRT and Reading Coach

Participants:

All K-5 teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

implement effective researched based reading materials tier 3 materials for students.

Person or Persons Responsible

Principal, CRT, Reading Coach, and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom observations and student increased achievement with reading

Plan to Monitor Effectiveness of G1.B2.S1

Monitor effective researched based reading materials tier 3 materials for students.

Person or Persons Responsible

Principal, CRT, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress monitoring reports and student increased achievement in reading

G2. I want to improve math achievement.

G2.B1 Providing additional time for math MTSS Tier 2 and 3

G2.B1.S1 Providing additional MTSS (Tier 2 and Tier 3) for students.

Action Step 1

Provide the students with additional Tier 2 and Tiers 3 MTSS for math.

Person or Persons Responsible

Principal, CRT, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Schedule that indicates a set time for Tier 2 and Tier 3 MTSS for math every day.

Facilitator:

Beth Christner (CRT)

Participants:

All instructional staff members

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

Monitor the MTSS process and implementation for math.

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Daily

Evidence of Completion

Progress Monitoring MTSS I math for Tier2 and Tier 3 students.

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the math MTSS effectiveness process for Tier 2 and Tier 3 students.

Person or Persons Responsible

Principal, CRT, MTSS Team

Target Dates or Schedule

Twice a month

Evidence of Completion

Classroom Observations Progress Monitoring Tool Student Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Part D:
Title II funds will be utilized for staff professional development throughout the year. Professional Development will be provided for the following topics:
• Common Core Standards
• Deliberate Practice
• Academic Planning
• Math Gradual Release Model
• MTSS

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. I want to improve reading achievement.

G1.B1 Implementation of new curriculum (Journey's Reading)

G1.B1.S1 Provide teachers with additional time to plan.

PD Opportunity 1

Provide teachers with additional training opportunities with Journeys Reading.

Facilitator

CRT and Reading Coach

Participants

All K-5 teachers

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Teachers participating in PDS for Journeys Reading.

G1.B2 Time/Resources for MTSS Tier 3

G1.B2.S1 Select effective researched based reading materials tier 3 materials for students.

PD Opportunity 1

Select effective researched based reading materials tier 3 materials for students.

Facilitator

CRT and Reading Coach

Participants

All K-5 teachers

Target Dates or Schedule

October

Evidence of Completion

Tier 3 items selected and purchased.

G2. I want to improve math achievement.

G2.B1 Providing additional time for math MTSS Tier 2 and 3

G2.B1.S1 Providing additional MTSS (Tier 2 and Tier 3) for students.

PD Opportunity 1

Provide the students with additional Tier 2 and Tiers 3 MTSS for math.

Facilitator

Beth Christner (CRT)

Participants

All instructional staff members

Target Dates or Schedule

Daily

Evidence of Completion

Schedule that indicates a set time for Tier 2 and Tier 3 MTSS for math every day.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source		Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. I want to improve reading achievement.

G1.B1 Implementation of new curriculum (Journey's Reading)

G1.B1.S1 Provide teachers with additional time to plan.

Action Step 1

Provide teachers with additional training opportunities with Journeys Reading.

Resource Type

Resource

Funding Source

Amount Needed

G1.B2 Time/Resources for MTSS Tier 3

G1.B2.S1 Select effective researched based reading materials tier 3 materials for students.

Action Step 1

Select effective researched based reading materials tier 3 materials for students.

Resource Type

Resource

Funding Source

Amount Needed