Orange County Public Schools

Princeton Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

Princeton Elementary

311 W PRINCETON ST, Orlando, FL 32804

https://princetones.ocps.net/

Demographics

Principal: Kimberly Elkins

Start Date for this Principal: 7/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: A (65%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every student has a promising and successful future.

Provide the school's vision statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Elkins, Kimberly	Assistant Principal	The Assistant Principal will ensure that the school based team is implementing MTSS and addressing goals and targets in the SIP, implementation of intervention support and documentation. The AP will assist with all discipline and MTSS B plans. As an instructional leader, the AP will ensure instruction is rigorous, relevant and standards based. She will conduct observations, common planning and assisting with the ESE department. Member of the Threat Assessment Team.
Jaster, Bernadette	Principal	The Principal will be responsible for cultivating, shaping and ensuring rigorous academic goals for all staff and students. The Principal will problem solve, coach and build capacity in staff to create a positive and effective school culture. The Principal will identify and monitor gaps in instructional practices and provide support in order to assure the school's mission and vision are achieved.
Boyd, Katharine	Instructional Coach	As the Instructional Coach, Ms. Boyd will provide materials and knowledge of content to assure equity among all students and classrooms. She will support the math instructional coach and reading instrucional coach in monitoring the teacher and student use of curriculum. She will plan and organize teacher and student data to allow students to be successful in all academic areas as well as be a resource for all teachers on a variety of instructional strategies to meet the needs of all student learners. Ms. Boyd will organize and monitor all school based, state and district testing.
Cristello, Megan	Behavior Specialist	Our behavior specialist will confer with teachers to provide interventions, preventions and behavior modifications that will allow all students to achieve success and participate in rigorous instruction. She will create and follow individual student's behavior plans and will help create teachers with classroom management techniques.
Greer, Allison	Instructional Coach	As the ELA instructional Coach, Mrs. Greer will maintain a knowledge of curriculum and instruction to develop staff and build capacity. As the MTSS coach, Mrs. Greer will manage, monitor and ensure fidelity of the MTSS system throughout the school. She will plan and organize teacher and student data to allow students to be successful in all academic areas as well as be a resource for all teachers on a variety of instructional strategies to meet the needs of all student learners. She will pull intervention groups as well.
Paulson, Rebecca	School Counselor	The Guidance Counselor will maintain an understanding of all communication skills, decision making, relationship skills, conflict resolution and goal setting to ensure students receive support and to reduce all barriers to their academic success. The Guidance Counselor will meet with students in groups and individually with a focus on SEL.

Name	Position Title	Job Duties and Responsibilities
Verdone, Nicole	Instructional Coach	The Math and Science Coach will assist in data collection used for MTSS student eligibility. They will monitor implementation of mathematics BEST Standards and coach teachers in instructional practices that facilitate the instructional shifts in mathematics. They will provide instructional guidance during Professional Learning Communities (PLCs) to ensure planning is rigorous and targeted to each tier of students. They will assist with pulling student groups for intervention.

Demographic Information

Principal start date
Tuesday 7/26/2022, Kimberly Elkins

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
450

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	75	67	74	74	74	65	0	0	0	0	0	0	0	429
Attendance below 90 percent	2	9	12	8	11	6	0	0	0	0	0	0	0	48
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	5	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	7	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/26/2022

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	
Number of students enrolled	60	60	80	73	68	67	0	0	0	0	0	0	0	408
Attendance below 90 percent	3	5	7	3	2	7	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	2	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	5	3	1	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	60	60	80	73	68	67	0	0	0	0	0	0	0	408
Attendance below 90 percent	3	5	7	3	2	7	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	2	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	5	3	1	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	56%	56%				74%	57%	57%
ELA Learning Gains	66%						64%	58%	58%
ELA Lowest 25th Percentile	57%						53%	52%	53%
Math Achievement	69%	46%	50%				71%	63%	63%
Math Learning Gains	55%						67%	61%	62%
Math Lowest 25th Percentile	39%						56%	48%	51%
Science Achievement	73%	61%	59%				72%	56%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	55%	9%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	78%	57%	21%	58%	20%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	75%	54%	21%	56%	19%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	62%	2%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	80%	63%	17%	64%	16%
Cohort Comparison		-64%				
05	2022					
	2019	64%	57%	7%	60%	4%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	54%	18%	53%	19%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	32	44	36	23	40	36					
BLK	56	50		48	56						
HSP	82	64		71	62		82				
WHT	82	71	63	74	53	35	70				
FRL	63	62	59	52	54	41	61				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	41	73		43	55						
BLK	58			67							
HSP	75	62		72	69		67				
MUL	58			64							
WHT	82	71		82	74		80				
FRL	56	68	50	52	44	60	52				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	41	43	25	41	38	17				
ELL	58	60		67	70						
BLK	63	53		63	68		60				
HSP	68	59	45	55	50	50	61				
WHT	75	66	55	75	70	55	75				
FRL	61	57	45	55	51	52	55				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across the school, we are noticing gaps in mathematical knowledge.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest area in need for improvement is math achievement. Based on the 2021-22 statewide assessment data, math proficiency was 69%. This was a 8% drop in proficiency from the 2020-21 statewide assessment data. Main gains in the lowest 25% dropped to 39% from 60% the previous year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this need for improvement were from students having the option to complete school through distance learning during the 2020-21 school year. Additionally, students were required to quarantine from COVID which affected learning. New actions to address this need for improvement are to fluently move students in intervention groups to helps students master skills identified as an area of need from beginning of the year assessment data.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components showing the most improvement are the school wide ELA achievement gains. The overall school wide state assessment data increased from 76% proficiency to 77% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement were the strategic grouping of students by areas of need. Students moved between groups when proficiency was achieved. Student groupings changed with assessment data.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we need to monitor data every two weeks and use the data to re-teach, review and enrich student understanding.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development for teachers and leaders will be provided on the B.E.S.T Standards and new curriculum. Coaching will be offered to support teachers to implement the most effective strategies to accelerate learning with the new reading and math standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Sustainability of improvement will occur through support from the two interventionist with one specializing in math support and coaching and the other interventionist specializing in reading support and coaching. Teacher practices will be monitored through observations and student data.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Providing teachers with professional development in standards-aligned instruction and tools that assist with instructional practices that support standards-aligned instruction and that will increase student exposure to rigorous content and ensure equitable learning for all students. Through differentiation and intentional planning, our teachers will work to close the gap between our exceptional education students and their general education peers as well as ensure all students are exposed to rigorous standards-aligned instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The achievement gap between all subgroups will remain closed and the exceptional students education students will achieve the same proficiency as their other subgroup peers as well as increase learning gains. Overall ELA proficiency will increase 5% and math proficiency will increase 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of standards - aligned instruction will take place through classroom walks through data, weekly PLC meetings and review of common assessment data. Monitoring of our ESE student's data and academic proficiency will take place through data discussions focusing on the achievement of our identified ESE students.
Person responsible for monitoring outcome:	Bernadette Jaster (bernadette.jaster@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	General education teachers will collaborate with academic coaches and special education teachers to exchange and share resources that serve students with exceptionalities while maintaining a focus on the measurable outcomes. The collaboration will also include maximizing resources to increase capacity in instructional practices in all classrooms as well as ensure equity in grade levels.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Princeton has a large number of students receiving tiered support requiring enrichment, intervention and targeted small groups as essential parts of instruction. Improved collaboration between all stakeholders will lead to continued improvement between achievement in subgroups and overall proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will maintain an intense focus on Tier I instruction and the tiered systems of support provided to all students with a focus on exceptional education students and closing the achievement gap.

Person Responsible   Bernadette Jaster (bernadette.jaster@ocps.net)

Administration will structure Professional Developments (PD's) to provide teachers with education on differentiation effect size and research based tools.

Person Responsible   Bernadette Jaster (bernadette.jaster@ocps.net)

All teachers will use academic vocabulary and academic discourse to increase student proficiency in all subject areas.

Person Responsible   Kimberly Elkins (kimberly.elkins@ocps.net)

Teachers will analyze summative and formative data in all academic areas to adjust differentiation to student needs.

Person Responsible   Nicole Verdone (nicole.verdone@ocps.net)

#2. Positive Culture and Environment specifically relating to SEL	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school sustains our culture for social and emotional learning, we will address the following school needs: increase attendance percentage (tardies), increase time engaged with standards aligned instruction, increase student participation in rigorous academic conversation and increase students feeling safe and secure at school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At Princeton, we plan to create a school climate and culture that is focused on student SEL and our stakeholders. We plan to achieve this by using surveys and focus group meetings. Both will help us assess social-emotional learning. Surveys and focus groups will give students and teachers a way to express how they are feeling and their own perceptions and experiences. We will then be able to measure the effectiveness of our use of Sanford Harmony and other SEL approved programs. In the end, student proficiency in grades 3, 4 and 5 will increase by 5% in all subject areas.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations and school environment observations. We will modify our plan of action as indicated by data, student needs and adult needs. Monitoring will also take place through continuously analyzing attendance data, discipline logs and threat assessment data as well as the overall culture and climate of the school.
Person responsible for monitoring outcome:	Bernadette Jaster (bernadette.jaster@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Creating a positive school culture through collaborative efforts among staff, parents and students is key to increasing academic growth for students. By incorporating parents as partners in their children's education as well as increase the opportunities for all stakeholders to better communicate, the school will produce the positive environment needed to foster learning. Parents and community members are invited to join ADDitions, PTA and SAC. Students are encouraged to participate in opportunities that will facilitate the development of enjoyment in the school process, leadership skills and ownership of the school community.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific**	In order for academic success to take place and achievement gaps to be closed, we need to foster a learning environment that takes into account the social and emotional wellbeing of all stakeholders. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Reinforce the existing common language to support a culture of social and emotional learning with stakeholders and students. Conduct professional learning that integrate academics and social and emotional learning.

Person Responsible   Rebecca Paulson (rebecca.paulson@ocps.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

We started social emotional learning and culturally responsive educator teams to provide ongoing professional development, modeling and support of implementing research based resources and strategies. This year, we will continue the implementation of Sanford Harmony and Collaborative Classrooms to support SEL instruction within our weekly health block and to support daily community building activities. Teachers will also have access to additional resources to ensure access to materials that address any topic that may arise with their class. We will also implement an equity council with our School Advisory Council as our next step in our focus on culturally responsive classrooms. This will allow faculty and staff, as well as parents, passionate about this topic to have in depth conversations and problem solve solutions that will inform and support our school wide professional development. We will utilize Panorama data to inform needs or growth in this area.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The school based SEL team (Guidance Counselor, SAC, Admin/Leadership Team, SEL team) works closely with teachers to help support each student's emotional and social well being and culturally responsive instruction through the implementation of evidence based strategies that support all student groups. As a school community, Princeton will continue to support teacher development in this area and enhance it through job embedded professional learning. Sanford Harmony is used daily in classrooms to build a united, welcoming and family like classroom community. Common language is embedded throughout the school.