



## Princeton House Charter

1166 LEE RD, Orlando, FL 32810

[ no web address on file ]

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

Yes

**Minority**

%

### School Grades History

**Year**

**Grade**

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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.

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 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Princeton House Charter School is an exceptional education program committed to meeting the needs of children with autism and their families through education, support, resources and advocacy. Princeton House provides each child the opportunity to achieve full potential through a balanced approach to physical, intellectual, social, and emotional development. Each child is accepted and supported through a constancy of love and understanding. It is our belief that through consistent communication of acceptance, the child will develop a positive self-esteem that will carry him/her through life.

##### **Provide the school's vision statement**

Princeton House Charter School is an exceptional education program committed to meeting the needs of children with autism and their families through education, support, resources and advocacy. Princeton House provides each child the opportunity to achieve full potential through a balanced approach to physical, intellectual, social, and emotional development. Each child is accepted and supported through a constancy of love and understanding. It is our belief that through consistent communication of acceptance, the child will develop a positive self-esteem that will carry him/her through life.

#### School Environment

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

We meet with all of the new families over the summer prior to the beginning of the school year. We often take families on school tours. Due to the population we serve, our parents and teachers have ample communication throughout the year.

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

A positive learning and teaching environment is essential for student achievement and well-being. Success requires an ongoing, comprehensive and collaborative effort on the part of everyone involved. We offer a 1:4 ratio throughout the educational day. Students, families, and educators work together to develop and live a shared school vision and each person contributes to the operations of the school and the care of the physical environment.

##### **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**

It is our intent to provide safe, ethical and effective behavioral services to the students of Princeton House Charter School by maintaining best practices in compliance with regulations enacted by the Florida Department of Education and the Behavior Analyst Certification Board. PHCS will implement the Safety Care Behavioral Management Program "Safety Care". PHCS adheres to the criteria of Safety Care for implementing any necessary physical restraint procedures including escort

procedures, stability holds, and prone or supine procedures. Staff is trained and certified to use Safety Care while at PHCS.

**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**

All of our students at PHCS receive social skills training within the classroom setting. Typically this is provided in small groups and is listed on the IEP's. PHCS has a school psychologist and social worker on staff. Their services are utilized as needed.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The majority of our students are currently working below grade level as a result of their disability. In regards to the attendance indicator we work closely with the social worker and families to improve attendance rates. We use the child study team to meet on a regular basis to determine possible interventions.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	4	5	13	3	7	37
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	21	13	10	44

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	8	1	2	11

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

We currently implement small group instruction throughout the daily educational environment. The staff work closely with the entire team of therapists and parent in regards to the academic improvement of the student. Given our student population is 100% ESE with IEP's, the students receive individualized instruction throughout the school week.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

The parents will participate in learning opportunities on an individual basis regarding their child's particular needs. School wide, parents will participate in classroom meetings, volunteer, and special events.

**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**

PHCS collaborates with community agencies to support children's development, learning, and well-being; and, cooperates with local, state, and federal agencies. We recognize that there are an increasing number of single-parent families or families with two working parents so before and after school programs are necessary. PHCS hosts an annual fundraiser each year. Our school reaches out to local community services to donate and provide support to our school.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Gelalia, Kimberly	Principal

**Duties**

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

Duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. Instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement. Shared decision making is evident through team meetings, committees, and frequent communication amongst staff members.

**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 team meets monthly to review the budget and needs of the school. The team consists of administrators, curriculum resource teacher, and the business manager. Any suggestions are presented and reviewed by the board of directors.

Currently, Princeton House Charter School does not qualify for Title I funds.

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gelalia, Kimberly	Principal

#### Duties

##### *Describe how the LLT promotes literacy within the school*

The school provides resources through updated instructional materials, websites, trainings, and school wide activities.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The teachers are expected to work with other teachers, coordinators, and/or administrators at some point during the school year. Sometimes, teachers team teach or participate in schoolwide initiatives or school-wide improvement plans. Experienced teachers mentor beginning teachers with writing effective IEP goals, lesson plans, and instructional materials. A wide variety of therapists are on staff and assist teachers with suggestions on room arrangement, classroom management, and other useful tools.

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

Provide support services to teachers in order to meet high quality standards. Assist teachers with professional development opportunities. Provide resources and assistance with state certification requirements. Provide strong team decision making for instructional materials and strategies. The principal, assistant principal and CRT are responsible.

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

Our mentor program consists of a professional development calendar, regular scheduled observations and meetings, collaborative teaching, and peer observations. Our CRT, Shana Giroux oversees the new teachers and provides mentoring support. She has extensive experience in serving students with Autism. She is effective with lesson plans and instructional materials.

### Ambitious Instruction and Learning

#### Instructional Programs and Strategies

##### Instructional Programs

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

The school uses instructional programs aligned with our district. Further alignment is documented on teacher lesson plans.

**Instructional Strategies****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**

Student assessments are used to drive instruction and place them in ad hoc groupings within the classroom environment. Differentiated instruction is delivered to the students daily. Accommodations are noted on lesson plans. Supplemental materials are provided under the direction of our CRT.

**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:** Summer Program

**Minutes added to school year:**

Princeton House Charter School has provided extended school year to those students in need of very small group instruction. These students typically show regression during long breaks throughout the school year. ESY services are usually provided over several weeks in a 1:2 ratio.

**Strategy Rationale**

This is important because most of our students need continual support due to their high educational needs.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gelalia, Kimberly, kimberly.gelalia@ocps.net

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

Mastery of IEP goals is monitored annually.

**Student Transition and Readiness****PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Often times, we attempt to give the students the same teacher for a minimum of 2 years in a row. Given the population we serve, many of the students can take a period of time to build a relationship. Again, we meet with the new families and students over the summer prior to the new school year.

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

**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**

N/A

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the end of the school year 2015, 20% of students will score a level 4, 5 ,or 6 on the math section of the FAA.
  
- G2.** By the end of the school year 2015, 20% of the students will score a level 4,5, or 6 on the reading section of the FAA.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By the end of the school year 2015, 20% of students will score a level 4, 5 ,or 6 on the math section of the FAA. 1a

G040324

**Targets Supported** 1b

Indicator	Annual Target
FAA Mathematics Proficiency	20.0

**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

- Characteristics and cognitive deficits associated with Autism Spectrum Disorder, maladaptive behaviors, communication disorders

**Plan to Monitor Progress Toward G1.** 8

IEP goal data collection, behavior data collection, speech language assessments

**Person Responsible**

Kimberly Gelalia

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Progress and/or improvement

**G2.** By the end of the school year 2015, 20% of the students will score a level 4,5, or 6 on the reading section of the FAA. 1a

G040325

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	20.0

**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

- Characteristics and cognitive deficits associated with Autism Spectrum Disorder, maladaptive behaviors, communication disorders

**Plan to Monitor Progress Toward G2.** 8

IEP goal data collection, behavior data collection, speech language assessments

**Person Responsible**

Kimberly Gelalia

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Progress and/or improvement

## 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.** By the end of the school year 2015, 20% of students will score a level 4, 5 ,or 6 on the math section of the FAA. **1**

 G040324

**G1.B1** Characteristics and cognitive deficits associated with Autism Spectrum Disorder, maladaptive behaviors, communication disorders **2**

 B097511

**G1.B1.S1** Intensive instruction in a small group setting across all academic areas. **4**

 S108757

### Strategy Rationale

#### Action Step 1 **5**

Lesson plans and design

#### Person Responsible

#### Schedule

Weekly, from 8/25/2014 to 6/3/2015

#### Evidence of Completion

Data collection. Student improvement/achievement across settings

**Action Step 2** 5

FAA training

**Person Responsible**

**Schedule**

On 1/30/2015

**Evidence of Completion**

Proficient in assessment procedures and protocol

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

Classroom walkthroughs, lesson plan monitoring.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Spot check teachers

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Lesson plans and design		8/25/2014	Data collection. Student improvement/ achievement across settings	6/3/2015 weekly
G1.B1.S1.A2	FAA training		9/15/2014	Proficient in assessment procedures and protocol	1/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	IEP goal data collection, behavior data collection, speech language assessments	Gelalia, Kimberly	9/8/2014	Progress and/or improvement	6/3/2015 weekly
G1.B1.S1.MA1	[no content entered]			once	
G1.B1.S1.MA1	Classroom walkthroughs, lesson plan monitoring.		Spot check teachers	once	
G2.MA1	IEP goal data collection, behavior data collection, speech language assessments	Gelalia, Kimberly	9/8/2014	Progress and/or improvement	6/3/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** By the end of the school year 2015, 20% of students will score a level 4, 5 ,or 6 on the math section of the FAA.

**G1.B1** Characteristics and cognitive deficits associated with Autism Spectrum Disorder, maladaptive behaviors, communication disorders

**G1.B1.S1** Intensive instruction in a small group setting across all academic areas.

### **PD Opportunity 1**

Lesson plans and design

#### **Facilitator**

Shana Giroux, Curriculum Resource Teacher

#### **Participants**

New teachers

#### **Schedule**

Weekly, from 8/25/2014 to 6/3/2015

### **PD Opportunity 2**

FAA training

#### **Facilitator**

OCPS professionals

#### **Participants**

All new ESE teachers

#### **Schedule**

On 1/30/2015