



PRINCETON

PRIMARY SCHOOL

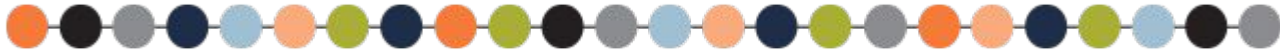
2025 School Board Update



2025-2026



Continuous Improvement Plan



BIG ROCK ACTION PLAN

PS Vision Statement & Collective Commitments

Primary School Vision Statement:

We foster a love for learning where students succeed in all areas of development.

Collective Commitments:

- ❖ We believe in creating a safe and positive learning environment.
- ❖ We believe in educating the whole child.
- ❖ We believe in positive relationships with students and one another.
- ❖ We believe all students can learn.
- ❖ We believe in creating a love for learning.
- ❖ We believe we are one team working toward our vision.



2025-2026 School Year: Student Enrollment

	Kindergarten	1st Grade	2nd Grade
English	138	152	176
Spanish	41	41	29
Total	179	193	205
Grand Total	577		



Student Learning Team



A. (ATPPS) MATH GOAL:

The percentage of all students in grades K-2 at Princeton Primary School who are in the “low risk” category on the FAST earlyMath (K-1) or aMath (Grade 2) standardized assessment will increase from 61.84% in Spring 2025 to 63.84% in Spring 2026.

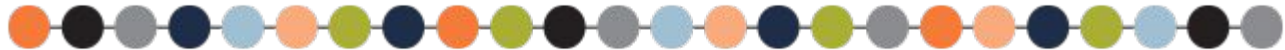
B. (ATPPS) READING GOAL:

The percentage of all students in grades K-2 at Princeton Primary School who meet or exceed the “low risk” benchmark on the FAST Reading standardized assessments (earlyReading english composite, Syllable Reading spanish, or aReading) will increase from 51.83% in Spring 2025 to 53.83% in Spring 2026.





Science & P.E.

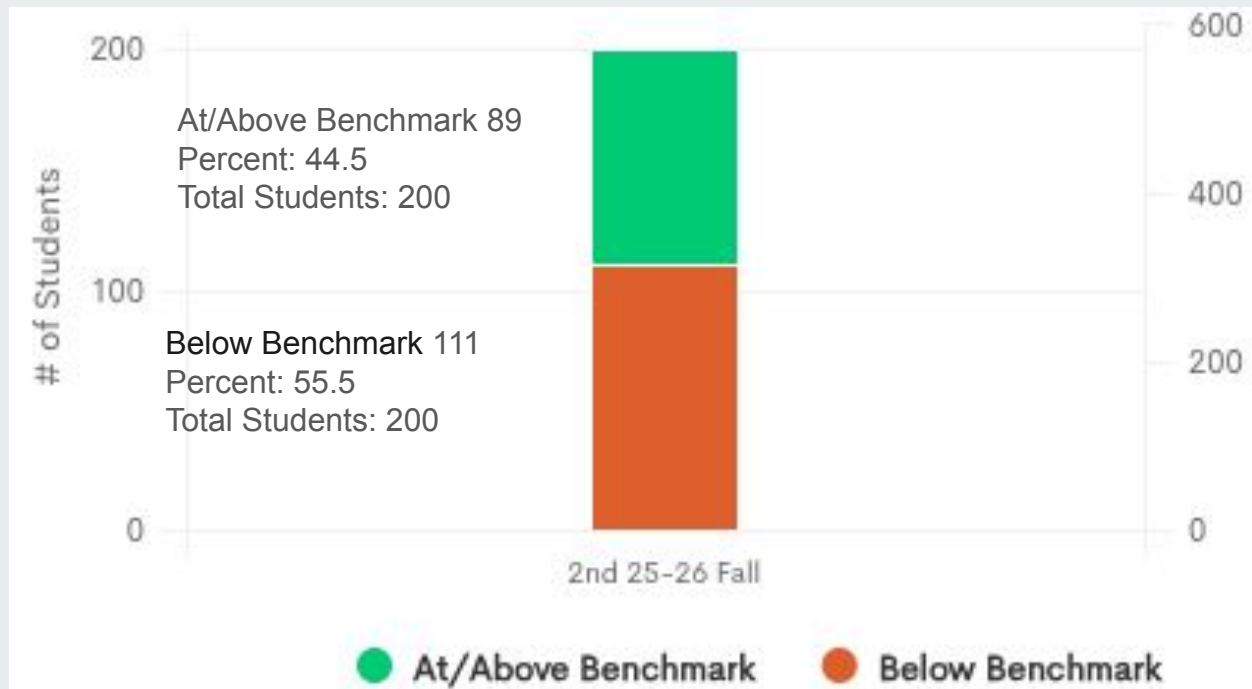




Learning is Fun !

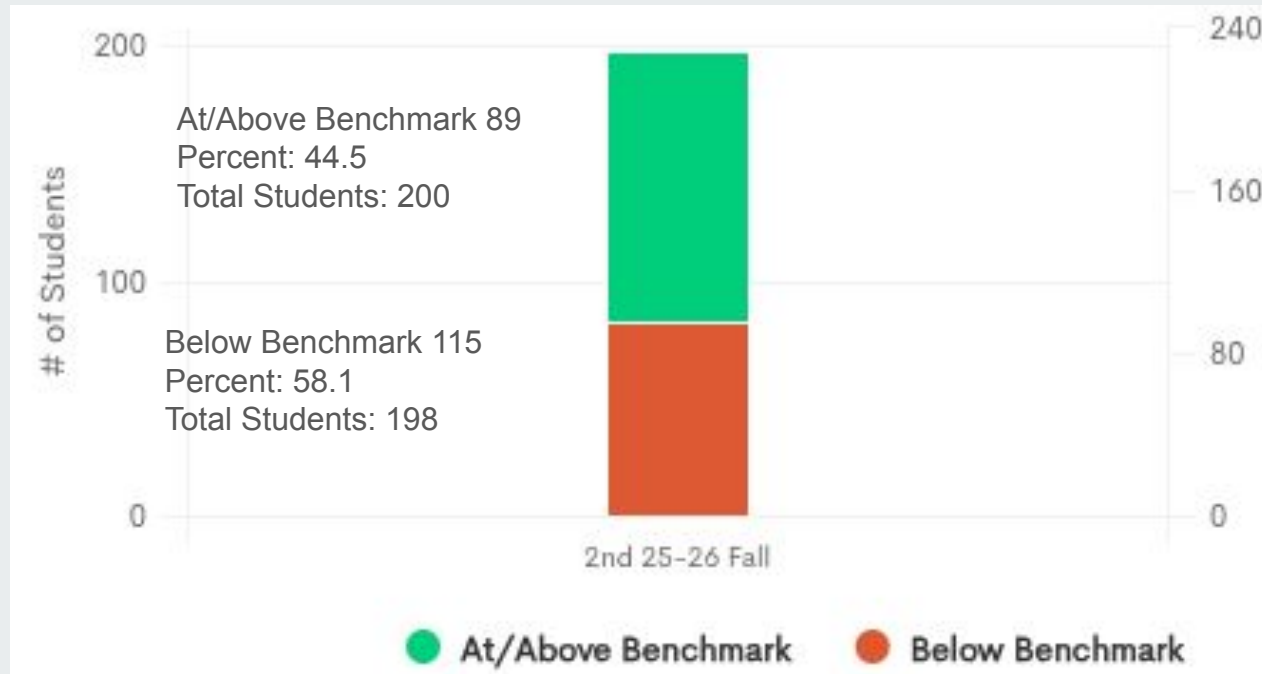


Fall 2025 Second aReading



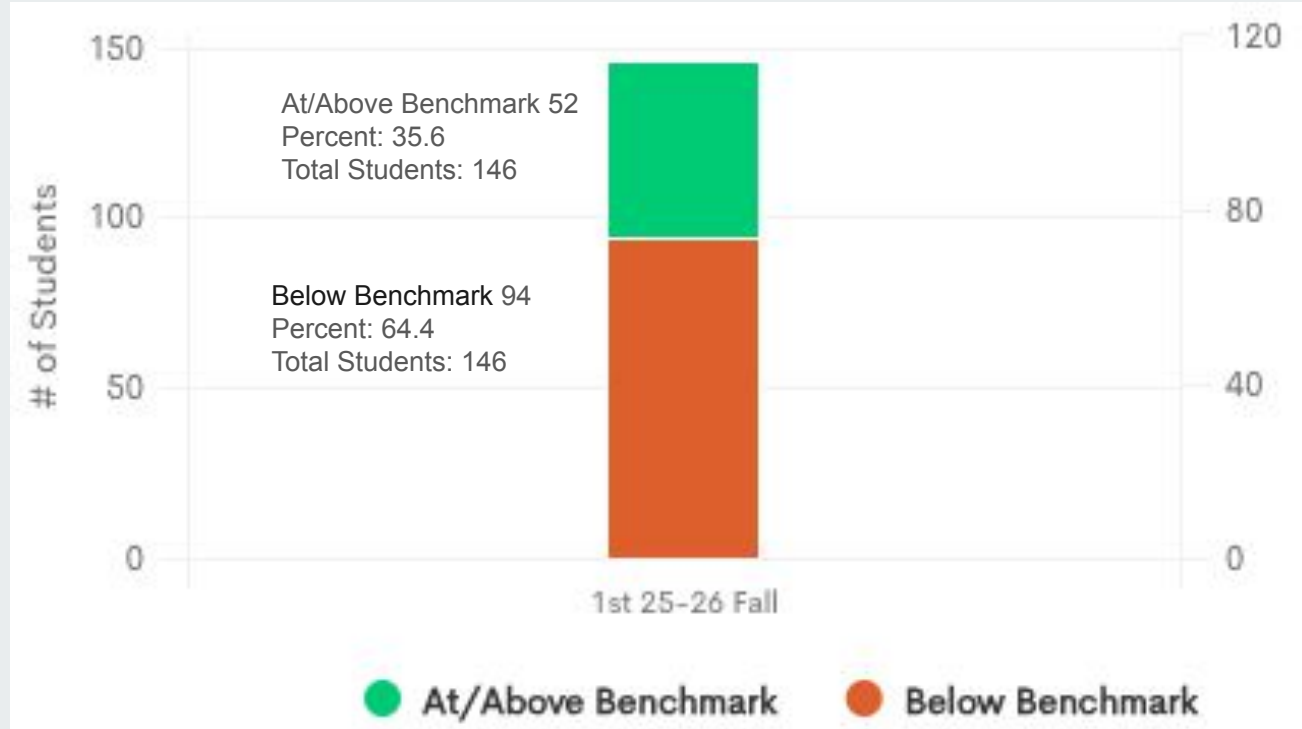
- This includes Spanish Immersion

Fall 2025 Second aMath



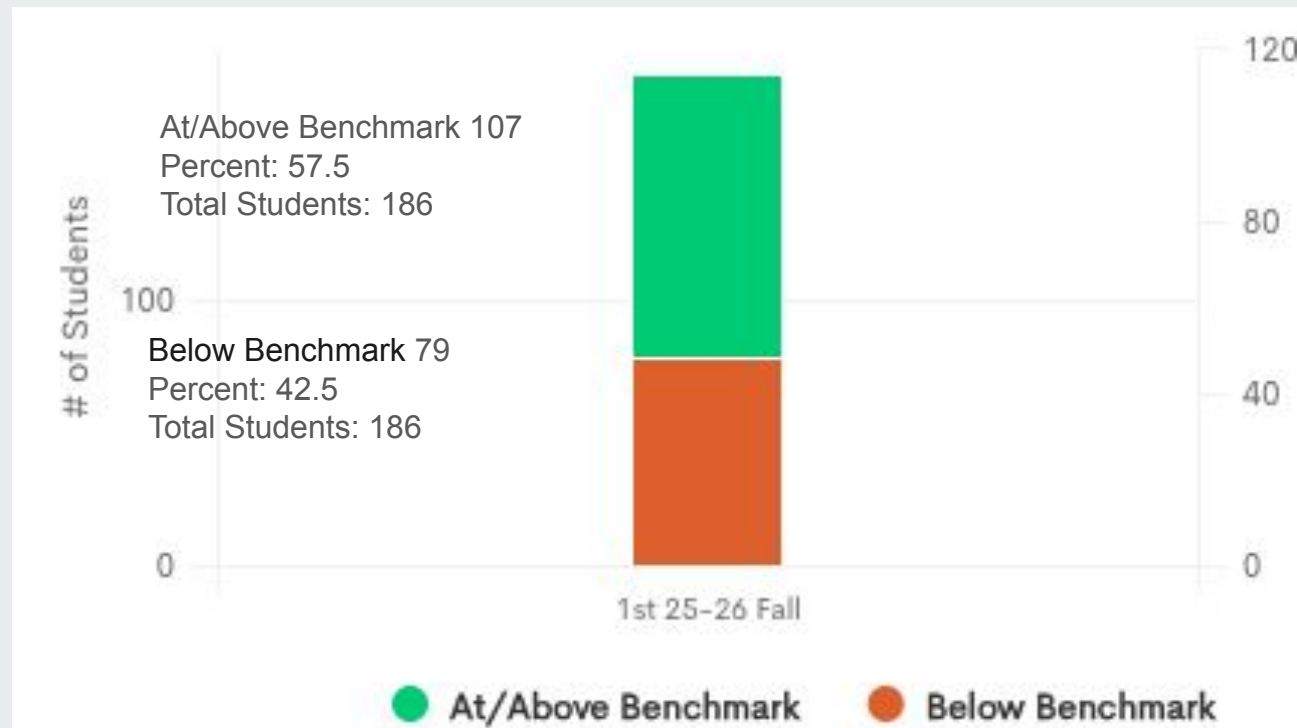
- This includes Spanish Immersion

Fall 2025 First Grade English earlyREADING



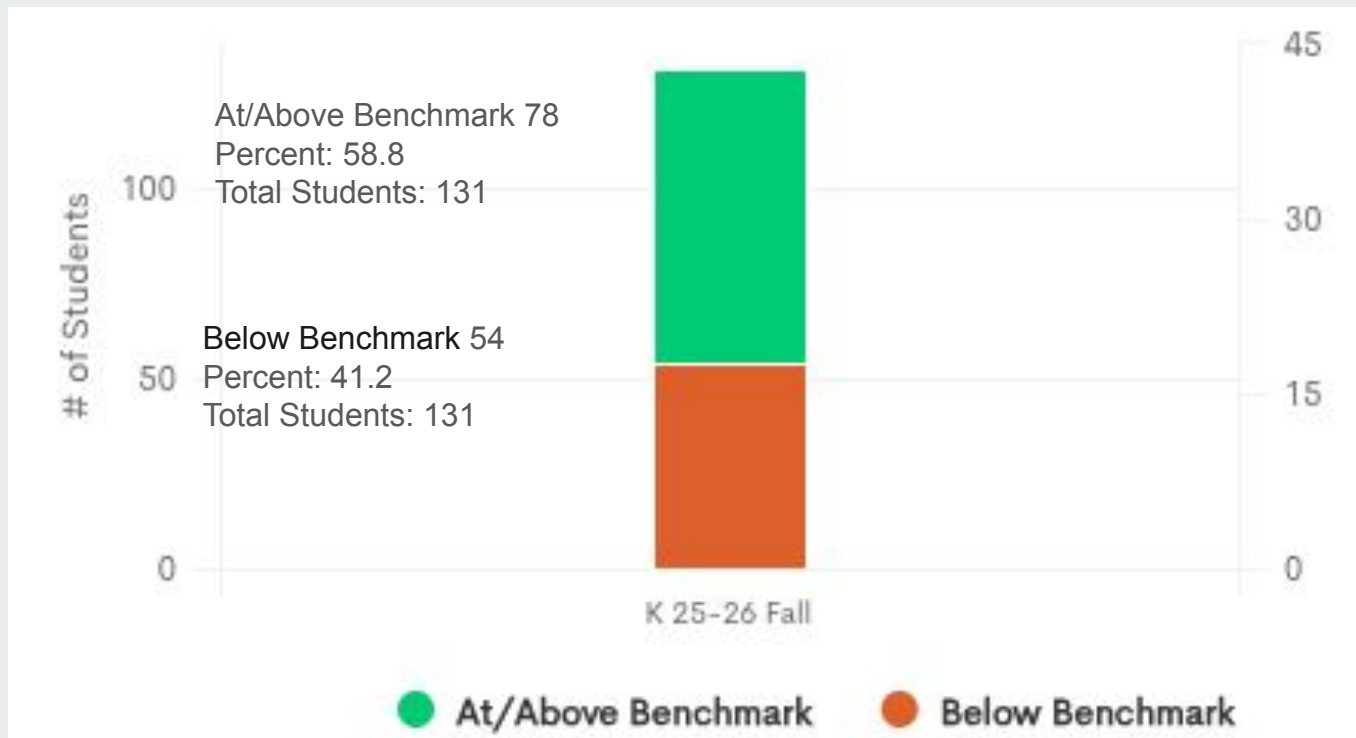
- This includes Spanish Immersion

Fall 2025 First Grade earlyMATH

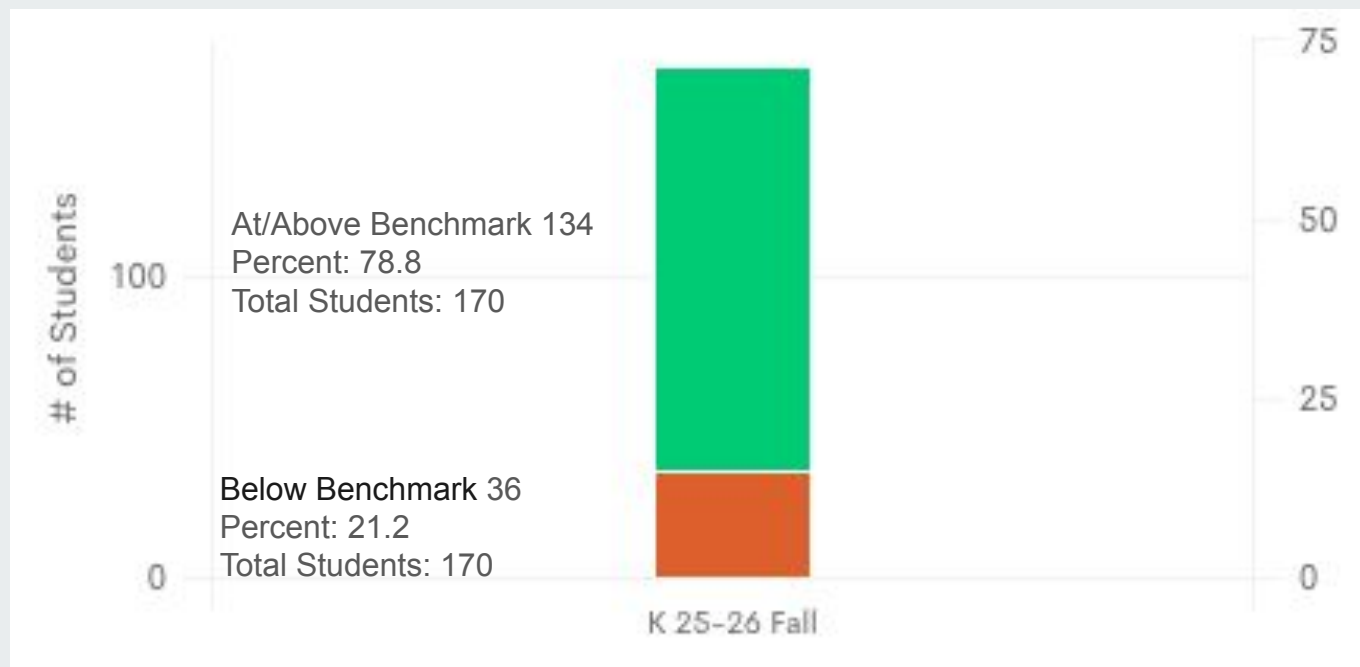


- This includes Spanish Immersion

Fall 2025 Kindergarten English earlyREADING



Fall 2025 Kindergarten earlyMath



- This includes Spanish Immersion



Action Plan Highlights

- 1) Maintain focus on the Big Five + Writing
 - a) Phase III - How will we get them to learn it?
 - i) Academic Vocabulary, Analysis-level questions, Guaranteed learning experiences, and Guaranteed resources
- 2) Integrate LETRS training into ELA block
 - a) 100% staff = LETRS training or OL&LA
- 3) Small group differentiation - BOY to build routines
- 4) Atlas & Curriculum Mapping
- 5) Continue number talks & strategy focus approach
- 6) Department Specific
 - a) Spanish Immersion = Addalingua Framework & Reading Interventions
 - b) Specialists = Data collection & grading practices K-2 @ end of year

Veteran's Day Parade



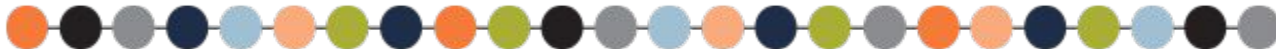
Climate & Culture



Maintain overall 80% on SAS (end of year survey) for PBIS sustainability practices.

Action Plan Highlights:

- ❖ Relationships = Self-care, supporting each other & students
- ❖ Tier 1: Zones of Regulation, Second Step, Boys Town
 - Teach Expectation + Practice
- ❖ Equity & Cultural Responsiveness
- ❖ Response & Support
 - Tiger Tune Up, Behavior ADSIS
 - Behavior Grid
- ❖ Continue staff & student Tiger Pride recognition

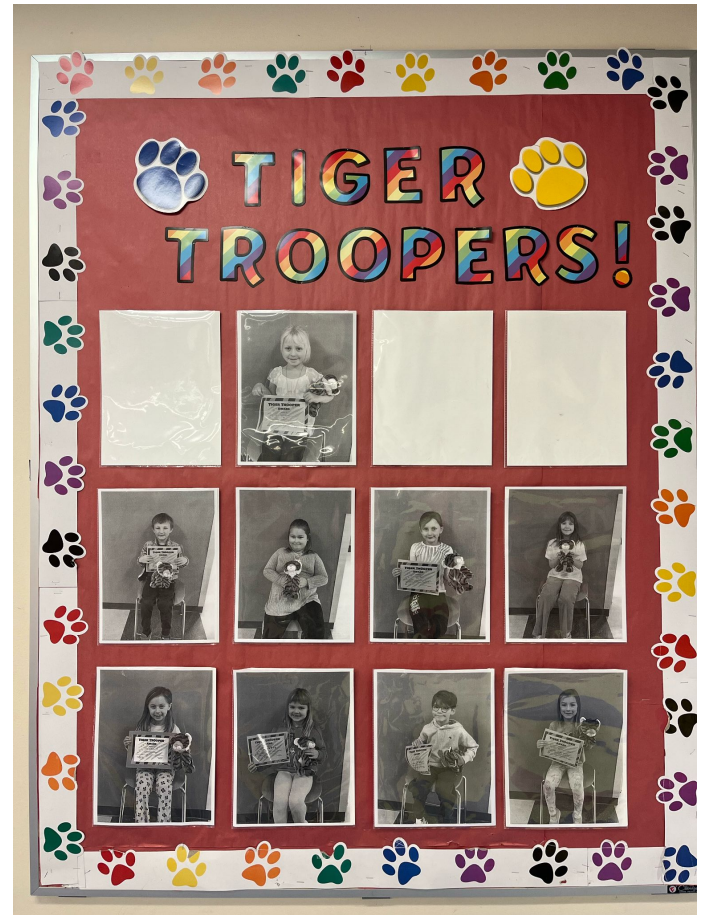


♥ Tiger Pride ♥



Monthly Character Traits

Oct.- Kindness
Nov.- Gratitude
Dec.- Integrity
Jan.- Resilience
Feb.- Cooperation
March- Honesty
April- Empathy
May- Respect



Princeton Primary School - Behavior Grid

We foster a love for learning where students succeed in all areas of development.

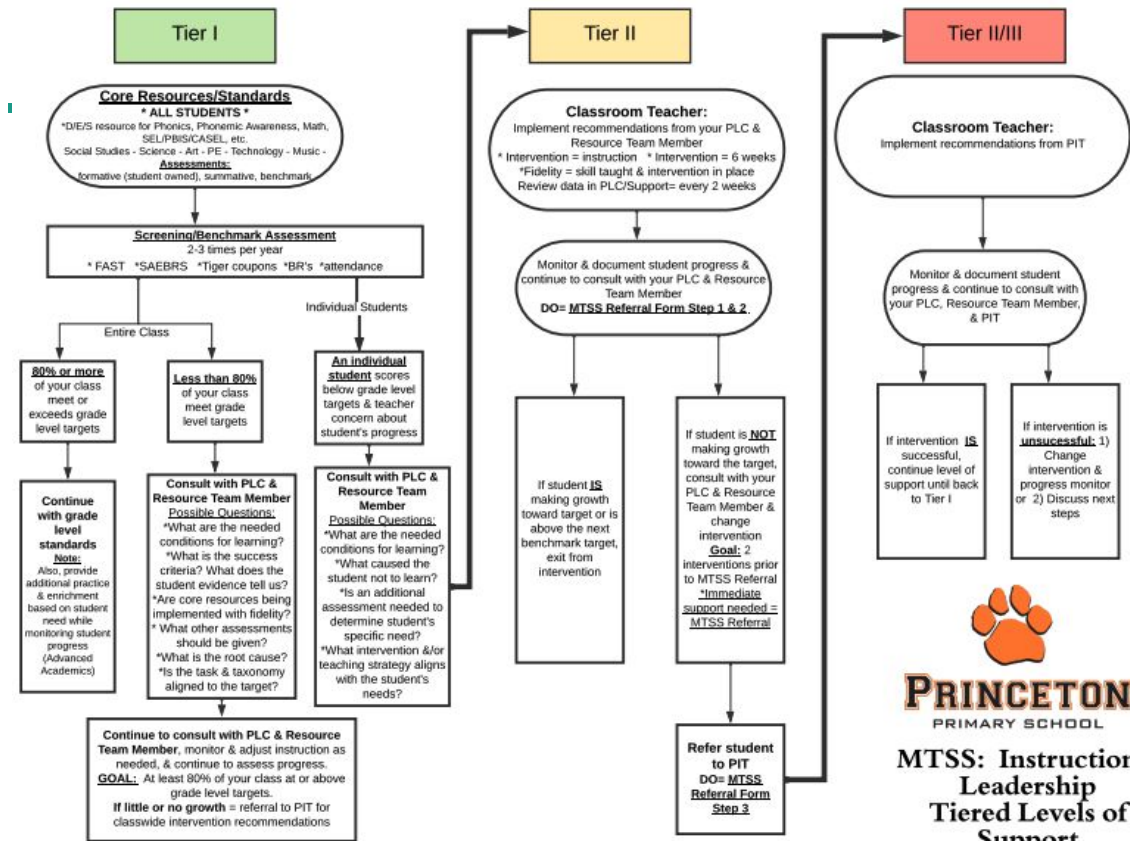
Tiger Pride: Respecting Myself, Others, Community, and Property Updated June, 2020

	Above the Line (Expected Behaviors)	Unexpected Behaviors (Classroom)	Unexpected Behaviors (Response)	Below the Line (Minor)	Below the Line (Minor Response)	Bottom Line (Major)	Bottom Line (Major Response)
	<ul style="list-style-type: none"> ❑ Demonstrates Tiger Pride: respecting myself, others, community, property and/or engaged in expectation(s). ❑ Encourage and acknowledge observable behavior. <div>Tiger Pride coupons &/or classroom reinforcements</div>	<ul style="list-style-type: none"> ❑ Teacher handled ❑ Teacher discretion for consequences & personal documentation ❑ Teacher uses a continuum of best practices. ❑ Zones of Regulation: where is the student? Where is the zone of tolerance? <div>No documentation required. Provide <u>break</u> as needed to assist in remaining <u>in classroom</u>.</div>	<ul style="list-style-type: none"> → Nonverbal/ Verbal redirection → Proximity → Change student location → Break in or out of room → Send student on an "errand" → Reteach & practice expectation → Individual conversation → Provide 2 choices → Apology → Cleaning space → Act of kindness another person → Identify replacement language → Classroom "fix it" sheets → <u>Learning Lunch</u> Option (After 3+ classroom strategies 	<ul style="list-style-type: none"> ❑ Student visits the Reset room & completes processing, problem-solving, & restitution. ❑ Goal: Student completes Reset room expectations and returns to classroom in a timely manner ❑ Negative consequences as needed. <div>Teacher starts BR & <u>contacts guardian</u> for repeated incidents.</div> <div>Reset room completes BR, making adjustments as needed.</div>	<ul style="list-style-type: none"> → Reteach and practice expectation → Source: <u>Classroom matrices</u> → Restitution → Act of kindness another person → Apology → Lost privilege (passing time, activities, lunch/recess, bus service, field trip) → Social worker referral → Processing sheets → Follow up phone call from office → Conference with student → Mentor, Check and Connect → Other negative consequences → MTSS process-classroom intervention → <u>Learning Lunch</u> 	<ul style="list-style-type: none"> ❑ Social worker/Principal <u>follows process</u>. ❑ Social worker/Principal communicates to teacher(s). ❑ <u>Goal</u>: Student completes office expectations, including Reset room learning ❑ Negative consequences as needed. <div>Office enters & completes BR, making adjustments as needed, and <u>contacts guardian</u>.</div>	<ul style="list-style-type: none"> → Reteach and practice expectation → Source: <u>Classroom matrices</u> → Restitution → Apology → Lost privilege (passing time, activities, lunch/recess, bus service, field trip) → Social worker referral → Processing sheets → Conference with student → Mentor, Check and Connect → Other negative consequences → ISS/OSS → SRO referral → MTSS process-classroom intervention or MTSS team → <u>Learning Lunch</u>
<p>Response items are a guide and follow ISD #477 District policies and procedures. They are not all inclusive and may not apply to all situations. Administration has the discretion to adjust responses as needed.</p>							



Climate & Culture





MTSS



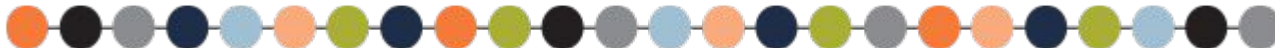
Multi-tiered System of Supports (MTSS)

Implement needed interventions to help 80% of students in the classroom meet or exceed the target.



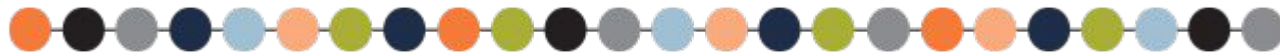
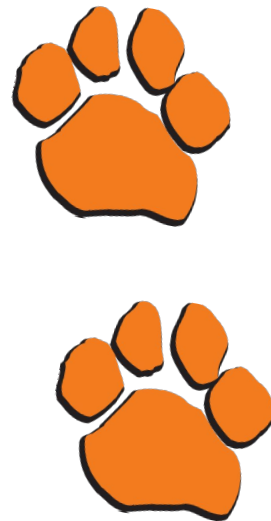
Action Plan highlights:

- ❖ Continue implementing [MTSS Map](#)
- ❖ Implement interventions using “3 leg Stool”
- ❖ EduClimber

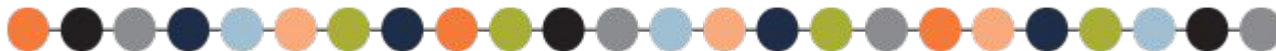
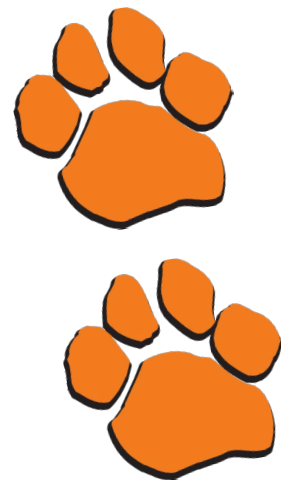


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Habits OF A TIGER



CRITICAL THINKERS

POSITIVE LEADERSHIP

EFFECTIVE
COMMUNICATION

SELF-AWARENESS

EMPATHETIC CITIZENSHIP

Our Tigers are...

EMPATHETIC CITIZENS

Resources for Others; Socially Aware; Kind; Respectful; Compassionate; Helpful; Considerate of Multiple Perspectives; Pluralistic; Unthreatened by Differences; Embracing Challenges of Being Human

SELF-AWARE

Owners of Their Learning; Self-Advocates; Self-Managed; Resilient; Persistent; Mindful of Wellness; Open-Minded; Intrinsically Motivated; Reflective; Accountable; Continuously Evolving; Rooted in Growth Mindset

EFFECTIVE COMMUNICATORS

Readers; Writers; Thinkers; Speakers; Active Listeners; Thoughtful; Present; Confident; Organized; Focused; Assertive; Concise

POSITIVE LEADERS

Relationship Builders; Responsible Decision Makers; Advocates for Others; Encouragers; Contributors; Collaborators; Initiators; People of Integrity; Flexible; Considerate; Accepting of Mistakes

CRITICAL THINKERS

Problem Solvers; Analyzers; Investigators; Explorers; Experimenters; Innovators; Knowledgeable; Creative; Curious



Princeton PARADIGM

CORE INSTRUCTION

- STANDARDS / UNITS OF STANDARDS
- LEARNING TARGETS
- LEARNING PROGRESSIONS
- TAXONOMY
- SUCCESS CRITERIA (DESIRED STUDENT EVIDENCE)
- TASK / ACTIVITY (FORMATIVE ASSESSMENT)
- ACTUAL STUDENT EVIDENCE
- SCAFFOLD / RETEACH DIFFERENTLY / EXTEND

CULTURE / CONDITIONS

- LIVE AT ANALYSIS
- ACTIVATE STUDENTS AS OWNERS OF THEIR LEARNING
- ACTIVATE STUDENTS AS LEARNING RESOURCES FOR ONE ANOTHER
- NORMALIZE MISTAKE MAKING AS ESSENTIAL TO LEARNING (PRODUCTIVE STRUGGLE)
- INFUSE TIGER PRIDE; HABITS OF A TIGER

