



Accountability, Research, and Assessment

School Improvement Plan

2010-2011

School Improvement Plan

PRINCETON ELEMENTARY

Approved by:

Principal: 8/30/2010

Area Superintendent:

School Board:

District Vision

To be the top producer of successful students in the nation

District Mission

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

District Goals

- Intense Focus on Student Achievement
- High-Performing and Dedicated Team
- Safe Learning and Working Environment
- Efficient Operations
- Sustained Community Engagement

School Profile:

Princeton Elementary School is located in the College Park Area of Orlando. The school's attendance zone is bounded by Par Street on the north; Interstate 4 on the east; Edgewater Drive (north of Colonial Drive) and the Orange Blossom Trail (south of Colonial) on the west; and Church Street on the south. Some of our students in exceptional education programs are bused from other areas of the county. Additionally, 116 science magnet program students, zoned to other neighborhood schools, attend Princeton.

Princeton has students that speak three languages other than English at home. Approximately 20 students participate in our English for Speakers of Other Languages Program. The student population of approximately 416 is 60% white, 35% black, 4% Hispanic, and 1% children of other races. Forty-three percent of our students qualify for free or reduced price breakfast and lunch.

The school is enhanced with exceptional education programs for children with speech/language difficulties, vision impairments, and specific learning disabilities. Children with disabilities are included in regular education classes to the extent practicable to enhance their academic and social skills.

The staff consists of forty two teachers and a paraprofessional/support staff of twenty. The majority of our teachers have ten or more years of experience with 50% holding masters degrees. Five of our teachers are National Board Certified. Staff development is a priority with a variety of monthly training

sessions offered through "Princeton University." Thinking Maps, Write From the Beginning, EnVision Math, and Houghton Mifflin are the core components of our curriculum.

Our students participate in many activities both inside and outside of the classroom. Science is integrated into other content to provide meaningful experiences for students. The science curriculum is supported by a comprehensive science lab. Classrooms are also equipped to provide hands-on activities for students, computers, classroom libraries, and enrichment materials. The Media Center is a hub for resources and activities which enhance all curricular areas. Special programs at Princeton include Literacy Project for low-performing students, enrichment opportunities for high-performing students at all grade levels and swimming lessons for our handicapped and younger students.

Princeton Elementary has enjoyed strong community support since it opened 84 years ago. Again this year, we exceed the requirements for the ADDitions Program's Golden School Award. The PTA has given opportunities for families to help us grow by many family events. Our PTA has been recognized as a "Parent Involvement School of Excellence."

School Vision:

Guided by science, all students will learn.

Identify the school based Rtl leadership team:

Rebecca Barnett, Principal Marie Trotman, Staffing Specialist Kelly Roberts, Curriculum Resource Teacher Amy Barlow, Speech Pathologist Terri Gurley, School Psychologist Marcy Pollock, Reading Teacher and Progress Monitor Coordinator Amanda Lannan, VE Teacher

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).

The RTI team meets weekly in the conference room. Student performance and data are reviewed and target interventions are discussed. In addition, the RTI team members meet with the grade level teams monthly to review and discuss students progress and identify students in need of additional interventions.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

The RTI team works with the SAC to provide input on activities and goals that are needed to ensure all students are learning and achieving.

Describe the data management system used to summarize tiered data.

FAIR Edusoft

Describe the plan to train staff on Rtl.

The RTI team will continue to attend district trainings and meetings. Each grade level team will meet with the RTI team every quarter to receive additional training and to discuss students data and interventions being provided and needed. The Florida Continuous Improvement Model will be used as a guiding resource for the team meetings and process. Professional Learning Communities are focused on analyzing student data to provide a school wide intervention time that occurs three mornings a week for all students.

Reading Objective

Narrative:

Princeton Elementary is committed to providing educational excellence for all students. We do this through the high academic expectations we set for our students, the professionalism we demand of our teachers and the cooperative support we receive from parents and business and community partners.

Utilizing The K-12 Comprehensive Research-based Reading Plan which pulls together all of the Literacy and Educational Reform initiatives for the county and state, aligns with NCLB (No Child Let Behind) and provides a prescriptive and descriptive framework for improving our students' reading academic achievement, Princeton Elementary will continue to monitor the school-wide implementation of our Houghton Mifflin reading program. This Comprehensive Researched-based Reading Plan has three central components: Leadership, Professional Development and Elementary Student Achievement and Instructional Plan.

Five-Year Objective:

By July 2015, 85% of all students taking the FCAT Reading test at Princeton Elementary School will score at Level 3 or above.

By July 2015, 70% of all students taking the FCAT Reading test at Princeton Elementary School will make learning gains.

By July 2015, 70% of all students taking the FCAT Reading test at Princeton Elementary School will make learning gains with the lowest 25% of students.

<u>2009-2010 Needs Statement:</u>	<p>In June 2009, 85 percent of students at Princeton Elementary School scored at Level 3 or above on FCAT reading.</p> <p>In June 2009, 71 percent of students at Princeton Elementary School made learning gains FCAT reading.</p> <p>In June 2009, 69 percent of students at Princeton Elementary School who are in the lowest 25% made learning gains on FCAT reading.</p>
<u>2009-2010 Annual Objective:</u>	<p>By June 2010, 88 percent of students at Princeton Elementary School will score at Level 3 or above on FCAT reading.</p> <p>By June 2010, 80 percent of students at Princeton Elementary School will make learning gains FCAT reading.</p> <p>By June 2010, 79 percent of students at Princeton Elementary School who are in the lowest 25% will make learning gains on FCAT reading.</p>
<u>2009-2010 Mid-Year Progress:</u>	
<u>2009-2010 Results:</u>	

<u>2010-2011 Needs Statement:</u>	<p>In June 2010, 89% of students at Princeton Elementary School scored at Level 3 or above on FCAT reading.</p> <p>In June 2010, 74% of students at Princeton Elementary School made learning gains FCAT reading.</p>
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	In June 2010, 53% of students at Princeton Elementary School who are in the lowest 25% made learning gains on FCAT reading.
<u>2010-2011 Annual Objective:</u>	By June 2011, 92% of students at Princeton Elementary School will score at Level 3 or above on FCAT reading. By June 2011, 77% of students at Princeton Elementary School will make learning gains FCAT reading. By June 2011, 70% of students at Princeton Elementary School who are in the lowest 25% will make learning gains on FCAT reading.
<u>2010-2011 Mid-Year Progress:</u>	
<u>2010-2011 Results:</u>	

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan? No

If so, is a request waiver needed? No

Activities	End Date	Fund Sources	Position of Responsibility	Status
Collect baseline data and monitor progress in Reading with FAIR, Edusoft Benchmark tests, and AR tests.	09-30-10	School Budget	Principal, Teachers, CRT/LRT, SAC	Planned
Provide a family literacy night for parents to present an overview of reading programs, strategies, and goals. A storyteller will read a story to students.	03-30-11	School Budget, PTA	Principal, Teachers, CRT/LRT, SAC, PTA	Planned
Set up a reading resource room where teachers can check out resources for whole group reading, literacy centers, and guided reading groups. Books, supplies, and materials for organization will be purchased.	06-01-11	School Budget, PTA	Principal, CRT/LRT, Literacy Coach	Planned
Secure additional books and other media materials for the Media Center.	06-01-11	School Budget	Principal, CRT/LRT, Media Specialist	Planned
Continue school wide Accelerated Reader (AR) program with appropriate and consistent student goals and incentives. Provide on-going training for teachers.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Media Specialist	Planned
Teachers will form Professional Learning Communities to analyze and discuss student data in order to focus on individual student needs to provide differentiated instruction.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
All students will receive additional support (intervention/enrichment) based on the findings of the PLCs. This school wide time, Panther Time, will occur three mornings a week.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Support Staff, Classified Staff	Planned
Provide monthly differentiated professional development on the 90 minute reading block, literacy centers, and guided reading. Princeton University will occur one Wednesday afternoon per month and will offer teachers a variety of sessions to attend.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, District Support Personnel	Planned
Provide monthly professional development on Thinking Maps and Marzano's strategies.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
New staff will receive training to incorporate Thinking Maps into reading and writing instruction and develop specific applications for use in the classroom.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide assistance to teachers through modeling and coaching of effective reading strategies.	06-01-11	School Budget	Principal, CRT/LRT, Literacy Coach	Planned

Actively engage students in learning through the use of Common Board Configuration in all classrooms.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Collect and analyze data to determine if annual target was met.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, SAC	Planned
A team of teachers will receive training in the lesson study process and will design and provide differentiated professional learning opportunities through Princeton University.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide after school tutoring.	06-01-11	School Budget, SAI funds	Principal, Teachers, CRT/LRT	Planned
Monitor student achievement by reviewing relevant data and identifying percentages of students performing in each range by holding quarterly student profile meetings.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Literacy Coach	Planned

Math Objective

Narrative:

Princeton Elementary is committed to providing educational excellence for all students. We do this through the high academic expectations we set for our students, the professionalism we demand of our teachers and the cooperative support we receive from parents and business and community partners.

It is the goal of Princeton to help all students achieve excellence in mathematics and to be prepared to compete at the highest levels, both nationally and internationally. As we prepare students for the ever changing world, we must help students acquire the skills necessary for the highly technical fields in today's global marketplace.

Based on the belief that all students should learn important mathematical concepts and processes with understanding, we the new enVision Math curriculum which is based upon the National Council of Teachers of Mathematics (NCTM) Principles and Standards (2000) and the Florida Sunshine State Standards. Through a coordinated, relevant continuum of learnin

Five-Year Objective:

By July 2015, 80% of all students taking the FCAT Math test at Princeton Elementary School will score at Level 3 or above. By July 2015, 70% of all students taking the FCAT Math test at Princeton Elementary School will make learning gains. By July 2015, 70% of all students taking the FCAT Math test at Princeton Elementary School will make learning gains with the lowest 25% of students.

<u>2009-2010 Needs Statement:</u>	<p>In June 2009, 79 percent of students at Princeton Elementary School scored at Level 3 or above on FCAT math.</p> <p>In June 2009, 77 percent of students at Princeton Elementary School made learning gains FCAT math.</p> <p>In June 2009, 76 percent of students at Princeton Elementary School who are in the lowest 25% made learning gains on FCAT math.</p>
<u>2009-2010 Annual Objective:</u>	<p>By June 2010, 82 percent of students at Princeton Elementary School will score at Level 3 or above on FCAT math.</p> <p>By June 2010, 80 percent of students at Princeton Elementary School will make learning gains FCAT math.</p> <p>By June 2010, 79 percent of students at Princeton Elementary School who are in the lowest 25% will make learning gains on FCAT math.</p>
<u>2009-2010 Mid-Year Progress:</u>	
<u>2009-2010 Results:</u>	

<u>2010-2011 Needs Statement:</u>	<p>In June 2010, 88% of students at Princeton Elementary School scored at Level 3 or above on FCAT math.</p> <p>In June 2010, 64% of students at Princeton Elementary School made learning gains FCAT math.</p>
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	In June 2010, 70% of students at Princeton Elementary School who are in the lowest 25% made learning gains on FCAT math.
<u>2010-2011 Annual Objective:</u>	By June 2011, 91% of students at Princeton Elementary School will score at Level 3 or above on FCAT math. By June 2011, 70% of students at Princeton Elementary School will make learning gains FCAT math. By June 2011, 73% of students at Princeton Elementary School who are in the lowest 25% will make learning gains on FCAT math.
<u>2010-2011 Mid-Year Progress:</u>	
<u>2010-2011 Results:</u>	

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan? No

If so, is a request waiver needed? No

Activities	End Date	Fund Sources	Position of Responsibility	Status
Collect baseline data and monitor progress in math with FCAT and Edusoft benchmark tests.	09-30-10	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide a family Math and Science Night with emphasis on strategies for parents to use in helping their children with math and science. Our partners, Orlando Science Center and SeaWorld, will contribute to the learning sessions provided.	11-30-10	School Budget, PTA	Principal, Teachers, CRT/LRT, PTA, Partners	Planned
Continue to seek ways to connect math and science instruction throughout all classrooms.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Science Resource Teacher	Planned
Concentrate homework on basic math facts practice, current math vocabulary, and sample FCAT problems. Teachers will provide feedback on homework.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
For grade levels using Sunshine Math continue to provide communication with parents. Send letters home referencing that the purpose of Sunshine Math is to promote higher education.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide continuous professional development for enVision Math program through modeling, coaching, district training, and Princeton University.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, District Support Personnel	Planned
Enhance Math Fact Incentive Program.	06-01-11	School Budget, PTA	Principal, Teachers, CRT/LRT	Planned
Provide after school tutoring.	06-01-11	School Budget, SAI funds	Principal, Teachers, CRT/LRT	Planned
Monitor student achievement by reviewing relevant data and identifying percentages of students performing in each range by holding quarterly student profile meetings.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Teachers will form Professional Learning Communities to analyze and discuss student data in order to focus on individual student needs to provide differentiated instruction.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
All students will receive additional support (intervention/enrichment) based on the findings of the PLCs. This school wide time, Panther Time, will occur three mornings a week.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Support Staff, Classified Staff	Planned

Actively enage students in learning through the use of Common Board Configuration in all classrooms.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
A team of teachers will receive training in the lesson study process and will design and provide differentiated professional learning opportunities through Princeton University.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Collect and analyze date to determine if annual target was met.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, SAC	Planned

Writing Objective

Narrative:

Princeton Elementary is committed to providing educational excellence for all students. We do this through the high academic expectations we set for our students, the professionalism we demand of our teachers and the cooperative support we receive from parents and business and community partners.

Five-Year Objective:

By July 2015, 85% of all students at Princeton taking the FCAT Writing test will score Level 3 or above.

<u>2009-2010 Needs Statement:</u>	In June 2009, 86 percent of students at Princeton Elementary School scored at Level 3 or above on the FCAT Writing test.
<u>2009-2010 Annual Objective:</u>	By July 2010, 89 percent of all students at Princeton Elementary School taking the FCAT Writing test will score at Level 3 or above.
<u>2009-2010 Mid-Year Progress:</u>	
<u>2009-2010 Results:</u>	

<u>2010-2011 Needs Statement:</u>	In June 2010, 80% of students at Princeton Elementary School scored at Level 3 or above on the FCAT Writing test.
<u>2010-2011 Annual Objective:</u>	By July 2011, 85% of all students at Princeton Elementary School taking the FCAT Writing test will score at Level 3 or above.
<u>2010-2011 Mid-Year Progress:</u>	
<u>2010-2011 Results:</u>	

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan? No

If so, is a request waiver needed? No

Activities	End Date	Fund Sources	Position of Responsibility	Status
Provide training to new staff members on how to incorporate Thinking Maps into reading and writing instruction and develop specific applications for use in the classroom.	10-01-10	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide peer coaching experiences for perfecting writing strategies on a regular basis	03-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Selected teachers will implement the Write From the Beginning program. This will be expanded in future years.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide writing experiences for all K-5 students daily to include a science notebook for writing entries at least three times per week.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Science Resource Teacher	Planned
Provide a practice writing prompt for all students K-5 three times a year.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide training for teachers on scoring writing prompts using the FCAT rubric.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Monitor student achievement by reviewing relevant data and identifying percentages of students performing in each range by holding quarterly student profile meetings.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Actively engage students in learning through the use of Common Board Configuration in all classrooms.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Collect and analyze data to determine if annual target was met.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, SAC	Planned
A team of teachers will receive training in the lesson study process and will design and provide differentiated professional learning opportunities through Princeton University.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned

Science Objective

Narrative:

Princeton Elementary is committed to providing educational excellence for all students. We do this through the high academic expectations we set for our students, the professionalism we demand of our teachers and the cooperative support we receive from parents and business and community partners. Guided by science all students will learn. Princeton Elementary is a Science Magnet School with an innovative Science Laboratory. The ability to think scientifically is something students will need every day of their lives! Scientific thinking skills have become essential survival skills for all Americans. The window of opportunity for acquiring these skills is narrow, and students who do not acquire them are at a significant disadvantage. Students who learn science become citizens who are actively and joyfully engaged in the world around them; make well-reasoned data-based decisions; continue to ask thoughtful questions and explore possible responses; and clearly communicate those answers.

Five-Year Objective:

By July 2015, of all students taking the FCAT Science will score Level 3 or above.

<u>2009-2010 Needs Statement:</u>	In June 2009, 63 percent of students at Princeton Elementary School scored at level 3 or above in FCAT Science.
<u>2009-2010 Annual Objective:</u>	By June 2010, 66 percent of all students at Princeton Elementary School taking the FCAT Science will score Level 3 or above.
<u>2009-2010 Mid-Year Progress:</u>	
<u>2009-2010 Results:</u>	

<u>2010-2011 Needs Statement:</u>	In June 2010, 62% of students at Princeton Elementary School scored at level 3 or above in FCAT Science.
<u>2010-2011 Annual Objective:</u>	By June 2011, 65% of all students at Princeton Elementary School taking the FCAT Science will score Level 3 or above.
<u>2010-2011 Mid-Year Progress:</u>	
<u>2010-2011 Results:</u>	

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan? No

If so, is a request waiver needed? No

Activities	End Date	Fund Sources	Position of Responsibility	Status
Provide a family Math and Science Night with emphasis on strategies for parents to use in helping their children with math and science. Our partners, Orlando Science Center and SeaWorld, will contribute to the learning sessions provided.	11-30-10	School Budget, PTA	Principal, Teachers, CRT/LRT, Partners	Planned
Support the PTA sponsored Moon Party as an extra-curricular science activity for all students.	03-01-11	School Budget, PTA	Principal, Teachers, CRT/LRT, PTA, Science Resource Teacher	Planned
Develop several teams of 4th and 5th grade students to participate in the Science Olympiad.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide materials and resources for use in the science resource lab and classrooms.	06-01-11	School Budget	Principal, CRT/LRT	Planned
A team of teachers will receive training in the lesson study process and will design and provide differentiated professional learning opportunities through Princeton University.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Monitor student achievement by reviewing relevant data and identifying percentages of students performing in each range by holding quarterly student profile meetings.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Actively engage students in learning through the use of Common Board Configuration in all classrooms.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Collect and analyze data to determine if annual target was met.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Students will frequently solve open-ended problems or questions through laboratory or other investigations that include data collection and analysis to support written or oral claims.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Science Lab Teacher	Planned
Increase student awareness of FCAT science vocabulary words in various ways.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Monitor student progress in science using classroom assessments.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Provide science content planning for teachers that are benchmark focused at least three times per year.	06-01-11	Title II	Principal, Teachers	Planned
Provide monthly updates in science curriculum utilizing the Panther Press Newsletter.	06-01-11	PTA	Principal, PTA, Science Resource Teacher	Planned

Utilize hands on activities to reinforce science concepts and vocabulary.	06-01-11	School Budget, PTA	Principal, Teachers, Science Resource Teacher	Planned
Provide all students will three inquiry-based science lessons per week in the classroom and an additional weekly lab.	06-01-11	School Budget	Principal, Teachers, CRT/LRT, Science Resource Teacher	Planned

Disaggregated SubGroups Objective

Narrative:

Five-Year Objective:

<u>2009-2010 Needs Statement:</u>	
<u>2009-2010 Annual Objective:</u>	
<u>2009-2010 Mid-Year Progress:</u>	
<u>2009-2010 Results:</u>	

<u>2010-2011 Needs Statement:</u>	
<u>2010-2011 Annual Objective:</u>	
<u>2010-2011 Mid-Year Progress:</u>	
<u>2010-2011 Results:</u>	

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan? No

If so, is a request waiver needed? No

Activities	End Date	Fund Sources	Position of Responsibility	Status
Monitor student achievement by reviewing relevant data and identifying percentages of students performing in each range by holding student quarterly profile meetings.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
Teachers will form Professional Learning Communities to analyze and discuss student data in order to focus on student needs.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned
All students will receive additional support (intervention/enrichment) based on the findings of the PLCs. This school wide time, Panther Time, will occur three mornings a week.	06-01-11	School Budget	Principal, Teachers, CRT/LRT	Planned

CheckList:

Task Description	Principal Approved	Area Superintendent Approved
Develop a collective vision.	<input checked="" type="checkbox"/>	
Conduct a needs assesment.	<input checked="" type="checkbox"/>	
Check here that last year's school improvement plan was monitored by the SAC.	<input checked="" type="checkbox"/>	
Address the State Goals and Priorities in the development of the plan.	<input checked="" type="checkbox"/>	
Use the needs assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, including physical fitness, parental information on student health/fitness, and indoor environmental air quality.	<input checked="" type="checkbox"/>	
Use the SAC's assistance to prepare next year's budget so that it effectively supports the school improvement plan.	<input checked="" type="checkbox"/>	
Use the needs assessment results to select five-year objectives including required objectives.	<input checked="" type="checkbox"/>	
Develop annual objectives for each five-year objective.	<input checked="" type="checkbox"/>	
Develop action plans that include activities, applicable funding sources, and responsible persons.	<input checked="" type="checkbox"/>	
Address staff development activities in the action plans.	<input checked="" type="checkbox"/>	
Make plan available for community review.	<input checked="" type="checkbox"/>	
SAC has approved school imporvement plan.	<input checked="" type="checkbox"/>	
Profile has been entered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision has been entered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard objectives exist.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Each objective has three five-year objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Each objective has activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Each activity has Position(s) of Responsibility selected.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Narrative exists for all district objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Needs statement exists for all objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RTI Plan has been entered	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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