



Annual Action Plan

LITTLEBROOK SCHOOL

Princeton Public Schools

39 Magnolia Lane, Princeton, NJ 08540

2023-2024 SY

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ANNUAL STUDENT ACHIEVEMENT TARGETS

Label for This Target	Annual Improvement Target	Alignment with the Strategic Plan	
		Which Goal?	Which Measure?
Goal 1: Focus on Early Years: Student Growth and Achievement in Literacy and Numeracy (Grade 3)	Student access to Tier 2 and Tier 3 early intervention support and support will increase 5% over the 2022-2023 school year. (we will use information from AIS and QUEST enrollment to meet this goal)	1	B
Goal 1: Focus on Early Years: Student access to comprehensive early-interventions and supports.	ELA:80% of students in grades K-5 will be on grade level by the end of the year as measured by the DRA3. Math: We will reduce the percentage of students in the bubble range by 5% points on the LinkIt form C in grades 2-5.	1	C
Goal 2: Wellness, Inclusion and Supports for All: Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.	100% of all students will grow their conflict resolution skills, social-emotional competence, and foundational learning skills through participating in SEL lessons on a weekly basis, as measured through the program assessment tools.	2	A
Goal 3: Opportunity and Achievement for All: Student growth and proficiency in Literacy, Math, and Science.	100% of elementary students will participate in at least three enrichment opportunities during the course of the school year (i.e Science Expo Day, STEAM, Move Event, Cultural Evening, Art Exhibit, Scripps Spelling Bee, CML, Garden Education, Afterschool Clubs, etc.)	3	B

THE BIG PICTURE: PRACTICES, STRATEGIES, PD & COLLABORATION

<p>Student Target 1B: Student Growth and Achievement in Literacy and Numeracy (Grade 3)</p>	<p>ELA:80% of students in grades K-5 will be on grade level by the end of the year as measured by the DRA3.</p> <p>Math: We will reduce the percentage of students in the bubble range by 5% points on the LinkIt form C in grades 2-5.</p>
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<p>PROFESSIONAL PRACTICES</p>	<p>EDUCATIONAL STRATEGIES</p>	<p>PD & COLLABORATION THEMES</p>
<p>T1: Teachers provide multiple opportunities and strategies for students to demonstrate their Learning.</p> <p>T3: Teachers implement a curriculum that promotes social, emotional, civic and content-area competencies to ensure that all, particularly those underserved, students are honored in a school environment that values high expectations, care and support.</p> <p>L1: Principal/Leadership Team provides additional instructional time, professional development and effective personnel to support learning for all students.</p>	<p>Implementation of new DRA3 assessments</p> <p>Implementation of the Orton-Gillingham literacy approach in grades K - 1</p> <p>Infusion of Math Workshop components into weekly math lessons in grades 2 - 5</p>	<p>D1: District leadership allots time for training, collegial collaboration, and preparation of standards-aligned curriculum, instruction and assessment practices.</p> <p>D4: District leadership guides professional learning by organizing opportunities for adult learning, providing resources to facilitate school level professional learning priorities, and ensuring that all school personnel implement agreed upon practices.</p> <p>Bring in Academic Coaches to train the staff on new DRA3</p>

Student Target 1C:

Student access to comprehensive early-interventions and supports.

Student access to Tier 2 and Tier 3 early intervention support and support will increase 5% over the 2022-2023 school year. (we will use information from AIS and QUEST enrollment to meet this goal)

PROFESSIONAL PRACTICES

T6: Teachers participate in a continuum of meaningful, differentiated, and scaffolded professional learning aligned to the school’s improvement plan and district priorities.

T7: Teachers use data-informed cycles of inquiry to implement school-wide, grade-level and department continuous improvement plans.

L2: Principal/Leadership Team regularly observes classrooms and facilitates a feedback loop/discussion with teachers regarding their selected practices.

L6: Principal/Leadership Team implements a differentiated professional development plan and annual calendar, aligned to the school’s improvement plan and the professional learning needs of each teacher or staff,

L8: Principal/Leadership Team establishes systems that ensure access to higher level programs including the gifted programs to all students regardless of ethnicity, language proficiency or Socio-Economic Status.

EDUCATIONAL STRATEGIES

S1.3 Math Intervention
Implement district-approved Tier 2 and Tier 3 Math intervention and resources for students in Grades K-2

14.1.a - Beliefs, Attitudes, and Behaviors - Shift mindset to a high-expectation, asset-based, growth orientation through structured examination of and reflection on the assumptions that practitioners make about their students, and their own professional efficacy.

8.1.C Response to Intervention - Develop a tiered intervention system through the collaboration between the general education and special education teachers.

Tiered Support:
Institute a tiered intervention continuum of academic and behavioral supports for failing students.

PD & COLLABORATION THEMES

D1: District leadership allots time for training, collegial collaboration, and preparation of standards-aligned curriculum, instruction and assessment practices.

D5: District leadership provides resources and professional development to support principals in leading, coaching, and monitoring the use of high quality most formative assessment techniques.

Student Target 2A:
 Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.

90% of all students will grow their conflict resolution skills, social-emotional competence, and foundational learning skills through participating in Fly Five SEL lessons on a weekly basis, as measured through the program assessment tools.

PROFESSIONAL PRACTICES

TP1.3 - Teachers utilize explicit instructional strategies that show students what to do, why, how, and when.

TP2.4 - Teachers implement a curriculum that promotes social, emotional, and civic competencies.

T3: Teachers implement a curriculum that promotes social, emotional, civic and content-area competencies to ensure that all, particularly those underserved, students are honored in a school environment that values high expectations, care and support.

PP1.13 - Principal creates an environment in which there is genuine respect for students and belief in their abilities.

L3: Principal/Leadership Team regularly gathers perceptions regarding school climate and safety from educators, students, parents and caregivers in order to evaluate and make adjustments that will ensure schools that are safe and caring for all.

EDUCATIONAL STRATEGIES

7.1.a **Student Voice in Classroom Work** - Provide opportunities for students to have voice in the achievement of SEL learning Targets within lessons.

7.2.c **SEL Implementation** - Create a safe climate for learning and work through consistent implementation of the Fly Five SEL Program.

PD & COLLABORATION THEMES

7.3.b **Provide SEL PD and Coaching at all Levels** - Provide professional learning opportunities including coaching to all staff at Littlebrook School.

7.3.e **Provide Collaboration Time for SEL Implementation** - Provide regular and structured opportunities for staff to collaborate in the planning and implementation of integrated SEL curriculum and practices.

THE BIG PICTURE: PRACTICES, STRATEGIES, PD & COLLABORATION

Student Target 3B:
Student growth and proficiency in Literacy, Math, and Science.

100% of elementary students will participate in at least three enrichment opportunities during the course of the school year (i.e Science Expo Day, STEAM, Move Event, Cultural Evening, Art Exhibit, Scripps Spelling Bee, CML, Garden Education, Afterschool Clubs, etc.)

PROFESSIONAL PRACTICES

T2: Teachers utilize a variety of data informed high-engagement strategies and flexible grouping (e.g., brainstorming; inquiry; cooperative learning; exhibitions; independent research, exemplars, templates) matched to student individualized needs.

L8: Principal/Leadership Team establishes systems that ensure access to higher level programs including the gifted programs to all students regardless of ethnicity, language proficiency or Socio-Economic Status.

TP1.14 - Teachers provide opportunities for students to direct their own learning and to work with other students on culturally and socially relevant projects and assignments.

EDUCATIONAL STRATEGIES

6. 2. C - Engage students in problem-solving experiences - Engage district and community experts to sponsor problem-solving and team building projects within and beyond the school environment.

6. 2. D - Sponsor Problem-solving events - Sponsor problem-solving fairs where teams of students and/or individuals can exhibit and share how they have solved real-world problems across multiple academic disciplines within the community.

PD & COLLABORATION THEMES

Access to Core Curriculum for All Students - Establish uniform grade-level appropriate standards and learning outcomes for all students.

DEFINE MILESTONES OF PROGRESS

Student Target 1B: Student access to Tier 2 and Tier 3 early intervention support and support will increase 5% over the 2022-2023 school year. (we will use information from AIS and QUEST enrollment to meet this goal)

Student Target 1C: ELA:80% of students in grades K-5 will be on grade level by the end of the year as measured by the DRA3; Math: We will reduce the percentage of students in the bubble range by 5% points on the LinkIt form C in grades 2-5.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Administer new DRA3 to all students	9/23	10/23	Mr. Luis Ramirez/Mrs. Sarah Moore	Mrs. Kami Woodson, Mrs. Susan Corino, and Mrs. Karen Egan - AIS Teachers/Classroom Teachers
Review of DRA3 Data to establish baseline for school year at grade level meetings	10/23	11/23	Mr. Luis Ramirez/Mrs. Sarah Moore	Grade Level Teams
Review of Linkit Math Form C	10/23	11/23	Mr. Luis Ramirez/Mrs. Sarah Moore	Grade Level Teams

Student Target 2A: 100% of all students will grow their conflict resolution skills, social-emotional competence, and foundational learning skills through participating in Fly Five SEL lessons on a weekly basis, as measured through the program assessment tools.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Seek teacher volunteers to informally observe Fly Five lessons.	9/23	06/24	Mr. Luis Ramirez /Mrs. Jennifer Walters	Grade Level Teachers
Administer pre-assessment to gather data on students' SEL needs to gather a class by class baseline	10/23	11/23	Mrs. Jenny Walters	SEL Committee
Administer post-assessment to measure student SEL growth	5/24	5/24	Mr. Luis Ramirez /Mrs. Jennifer	SEL Committee

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Student Target 3B: 100% of elementary students will participate in at least three enrichment opportunities during the course of the school year (i.e Science Expo Day, STEAM, Move Event, Cultural Evening, Art Exhibit, Scripps Spelling Bee, CML, Garden Education, Afterschool Clubs, etc.)

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Share a listing of educationally valued events with families	9/23	11/23	Mr. Luis Ramirez	Grade Level Teams/Special Area Teachers/Garden Educator/PTO
Post outcomes of enrichment activities on social media feed and weekly newsletter	10/23	6/24	Ms. Cristina Avena - Communications Liaison	Mr. Luis Ramirez Teachers PTO Main Office Staff