

The logo for Princeton Middle School, featuring the words "Princeton", "Middle", and "School" stacked vertically in a bold, blue, sans-serif font, centered within a solid black square.

**Princeton
Middle
School**

Annual Action Plan

PRINCETON MIDDLE SCHOOL

Princeton Public Schools

217 Walnut 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?																																																																																																																																				
<p>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.</p>	<p>Using data from the 22-23 survey... we can see that 87.4% of students feel safe coming to school. However there are sub groups where the outcomes are not as positive.</p> <table border="1"> <thead> <tr> <th></th> <th>N</th> <th>Strongly Disagree</th> <th>Dis-agree</th> <th colspan="2">Somewhat</th> <th>Agree</th> <th>Strongly Agree</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th>Disagree</th> <th>Agree</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>My school is a welcoming and safe place to be.</td> <td>651</td> <td>2.0</td> <td>2.9</td> <td>7.7</td> <td>29.0</td> <td>40.6</td> <td>17.8</td> </tr> <tr> <td>I look forward to going to school.</td> <td>654</td> <td>8.7</td> <td>9.6</td> <td>15</td> <td>31.5</td> <td>25.4</td> <td>9.8</td> </tr> <tr> <td>When something is really bothering me, there is at least one adult that I can go to and talk about the problem.</td> <td>654</td> <td>6.0</td> <td>9.2</td> <td>10.4</td> <td>24.5</td> <td>29.4</td> <td>20.6</td> </tr> <tr> <td>Teachers in this school treat students with respect.</td> <td>653</td> <td>8.4</td> <td>6.6</td> <td>13.8</td> <td>27.4</td> <td>30.9</td> <td>12.9</td> </tr> </tbody> </table> <p><i>GOAL: Raise the percentage of Black Students who feel safe and welcomed to school by 10%</i></p> <table border="1"> <caption>PPS Student Survey (2023)</caption> <thead> <tr> <th></th> <th>Average % Positive Rating ALL PMS Survey Respondents (n=654)</th> <th>AAPI (n=153)</th> <th>AIAN (n=7)</th> <th>Black (n=54)</th> <th>Hispanic (n=50)</th> <th>Multi-Racial (n=47)</th> <th>Other (n=47)</th> <th>White (n=275)</th> </tr> </thead> <tbody> <tr> <td colspan="9">Spring 2023 Student Survey - Race Disaggregation (Respondents who said: "Agree" or "Strongly Agree")</td> </tr> <tr> <td>My school is a welcoming and safe place to be.</td> <td>58.4</td> <td>2.4</td> <td>Suppressed</td> <td>-13.3</td> <td>7.6</td> <td>-10.6</td> <td>-5.2</td> <td>3.4</td> </tr> <tr> <td>I look forward to going to school.</td> <td>35.2</td> <td>12.5</td> <td>Suppressed</td> <td>6.0</td> <td>-3.2</td> <td>-11.3</td> <td>-3.3</td> <td>-4.7</td> </tr> <tr> <td>When something is really bothering me, there is at least one adult that I can go to and talk about the problem.</td> <td>50.0</td> <td>-1.6</td> <td>Suppressed</td> <td>10.8</td> <td>4.0</td> <td>-5.2</td> <td>-1.1</td> <td>0.5</td> </tr> <tr> <td>Teachers in this school treat students with respect.</td> <td>43.8</td> <td>1.3</td> <td>Suppressed</td> <td>-12.4</td> <td>0.2</td> <td>-9.5</td> <td>-1.2</td> <td>4.6</td> </tr> </tbody> </table> <p>(AAPI – Asian American, Pacific Islander AIAN – American Indian Alaskan Native)</p> <p><i>GOAL Raise the percentage of students who identify not as "male" or "Female" by 10%</i></p> <table border="1"> <caption>PPS Student Survey (2023)</caption> <thead> <tr> <th></th> <th>Average % Positive Rating ALL PMS Survey Respondents (n=654)</th> <th>Female (n=298)</th> <th>Male (n=320)</th> <th>Other (n=36)</th> </tr> </thead> <tbody> <tr> <td colspan="5">Spring 2023 Student Survey - Gender Disaggregation (Respondents who said: "Agree" or "Strongly Agree")</td> </tr> <tr> <td>My school is a welcoming and safe place to be.</td> <td>58.4</td> <td>-5.0</td> <td>6.9</td> <td>-25.1</td> </tr> <tr> <td>I look forward to going to school.</td> <td>35.2</td> <td>-1.0</td> <td>1.1</td> <td>-1.9</td> </tr> <tr> <td>When something is really bothering me, there is at least one adult that I can go to and talk about the problem.</td> <td>50.0</td> <td>-2.0</td> <td>2.5</td> <td>-5.6</td> </tr> <tr> <td>Teachers in this school treat students with respect.</td> <td>43.8</td> <td>1.5</td> <td>-1.0</td> <td>-4.9</td> </tr> </tbody> </table> <p><i>GOAL: Raise the percentage of students who can identify a caring adult in the building by 10%</i> When something is really bothering me, there is at least one adult that I can go to and talk about the problem. On the 22-23 survey that number was 56.2%, with 6th grade being the highest. PMS would like to improve to 65% in this category.</p>		N	Strongly Disagree	Dis-agree	Somewhat		Agree	Strongly Agree					Disagree	Agree			My school is a welcoming and safe place to be.	651	2.0	2.9	7.7	29.0	40.6	17.8	I look forward to going to school.	654	8.7	9.6	15	31.5	25.4	9.8	When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	654	6.0	9.2	10.4	24.5	29.4	20.6	Teachers in this school treat students with respect.	653	8.4	6.6	13.8	27.4	30.9	12.9		Average % Positive Rating ALL PMS Survey Respondents (n=654)	AAPI (n=153)	AIAN (n=7)	Black (n=54)	Hispanic (n=50)	Multi-Racial (n=47)	Other (n=47)	White (n=275)	Spring 2023 Student Survey - Race Disaggregation (Respondents who said: "Agree" or "Strongly Agree")									My school is a welcoming and safe place to be.	58.4	2.4	Suppressed	-13.3	7.6	-10.6	-5.2	3.4	I look forward to going to school.	35.2	12.5	Suppressed	6.0	-3.2	-11.3	-3.3	-4.7	When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	50.0	-1.6	Suppressed	10.8	4.0	-5.2	-1.1	0.5	Teachers in this school treat students with respect.	43.8	1.3	Suppressed	-12.4	0.2	-9.5	-1.2	4.6		Average % Positive Rating ALL PMS Survey Respondents (n=654)	Female (n=298)	Male (n=320)	Other (n=36)	Spring 2023 Student Survey - Gender Disaggregation (Respondents who said: "Agree" or "Strongly Agree")					My school is a welcoming and safe place to be.	58.4	-5.0	6.9	-25.1	I look forward to going to school.	35.2	-1.0	1.1	-1.9	When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	50.0	-2.0	2.5	-5.6	Teachers in this school treat students with respect.	43.8	1.5	-1.0	-4.9	2	A
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	<i>Other Areas PMS will be striving to improve:</i>		
<p>Goal 3: Opportunity and Achievement for All: Student growth and proficiency in Literacy, Math, and Science.</p>	<p>7th Grade Math Goal Every 7th grade student who scored Approaching (749) and below on the NJSLA Math 6 were provided an opportunity to be part of a new intervention program called "MATH WORKSHOP."</p> <p>Goal: This group of 7th grade students (36) will increase their performance on the NJSLA by an average of 10 points.</p> <p>*Note: this does not include special education students who receive other support services; modified tests and quizzes, daily support class. **Students who are excelling and appear to be on target will be exited at the end of Semester One, to offer Math Lab to students who emerge in 23-24 as needing additional support.</p> <p>8th Grade Math Goal Every 8th grade student who scored Approaching (749) and below on the NJSLA Math 7 were provided with an opportunity to be part of a new math intervention program called "MATH WORKSHOP."</p> <p>Goal: This group of 8th grade students (40) will increase their performance on the NJSLA by an average of 10 points.</p> <p>*Note: this does not include special education students who receive other support services; modified tests and quizzes, daily support class. **Students who are excelling and appear to be on target will be exited at the end of Semester one, to offer Math Lab to students who emerge in 23-24 as needing additional support.</p>	3	B
<p>Goal 3: Opportunity and Achievement for All: Student achievement in literacy to support student enrollment in</p>	<p><i>All students at PMS will increase literacy by an average of 10 points on the CommonLit benchmark assessment.</i></p> <p>1. <i>All students at PMS will participate in Reading Plus on D-days to increase student literacy.</i></p>	3	C

<p>advanced placement classes at PHS.</p>	<ol style="list-style-type: none"> 2. <i>All students that scored 737—749 on NJSLA ELA will be rostered to social studies teachers for Tier 2 interventions during PAWS period.</i> 3. <i>All students that scored 674—736 on NJSLA ELA will be rostered to ELA teachers for PAWS period for Tier 2 interventions.</i> 4. <i>All students that scored 674—724 will also participate in intensive tutoring during scheduled extended PAWS period days with an outside tutoring vendor specializing in research-based reading strategies to increase literacy of struggling readers.</i> 		
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THE BIG PICTURE: PRACTICES, STRATEGIES, PD & COLLABORATION

Student Target 2A:

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

Using data from the 22-23 survey... we can see that 87.4% of students feel safe coming to school. However there are sub groups where the outcomes are not as positive.

- *GOAL: Raise the percentage of Black Students who feel safe and welcomed to school by 10%*
- *GOAL Raise the percentage of students who identify as "Other" by 10%*

PROFESSIONAL PRACTICES

L1: Principal/Leadership Team provides professional development and effective personnel to support implementation of Responsive Classroom strategies

L4: Principal/Leadership Team promote celebrations of diverse beliefs, customs, languages, and traditions of all members of the school community

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

EDUCATIONAL STRATEGIES

Responsive Advisory Meetings

Active Teaching
Student Practice
Brain breaks
Small Group Learning

Get to know students
Reinforce student culture

Gather, analyze, and respond to feedback gathered from student groups

PD & COLLABORATION THEMES

PMS administration will lead professional development at the Grade Level that is focused on Responsive Classroom in Middle School [There is responsive classroom middle school PD: https://www.responsiveclassroom.org/courses/one-day-workshops/#addressing_middle_school_challenges_with_responsive_advisory_meeting]

PMS administration will create and provide a list of resources to PMS staff to support their inclusion of notable African Americans and people identified as "other" into the daily instruction across content areas

Expand the use of student voice on the PMS Equity Committee

<p>Student Target 3B: Student growth and proficiency in Literacy, Math, and Science.</p>	<p>7th Grade Math Goal Every 7th grade student who scored Approaching (749) and below on the NJSLA Math 6 (36) will increase their performance on the NJSLA by an average of 10 points.</p> <p>8th Grade Math Goal Every 8th grade student who scored Approaching (749) and below on the NJSLA Math 7 (40) will increase their performance on the NJSLA by an average of 10 points.</p>
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<p>PROFESSIONAL PRACTICES</p>	<p>EDUCATIONAL STRATEGIES</p>	<p>PD & COLLABORATION THEMES</p>
<p>Review of our Placement Practices in Summer of 23-24</p> <p>LinkIt! Training in July with Math Supervisor, Dr. Tew.</p> <p>Implementation of a New Math Intervention Program known as "MATH LAB"</p> <p>Exit students at the end of Semester 1 who are meeting expectations, and evaluate students that need to enter the program.</p>	<p>Classroom Instruction in Algebra I Part 1 and Algebra I Part 2 needs to continue to be analyzed to see where we are teaching Grade 7 Math standards, and Grade 8 Math Standards.</p> <p>Identify personalized learning platform that assesses student learning needs and provides opportunities for students to practice skills and concepts.</p> <p>Participate in math program review to identify gaps in standards/programming and collectively address areas where programming is not meeting students needs.</p> <p>Teachers use data-informed cycles of inquiry to implement school-wide, grade-level and department continuous improvement plans.</p>	<p>Work with Tiffany Brennan to identify Math Workshop Training and Other Initiatives</p> <p>District leadership provides resources and professional development to support principals in leading, coaching, and monitoring the use of high quality most formative assessment techniques (LinkIt, Building Thinking Classrooms, Mathematical Practices, etc.).</p>

Student Target 3C: Student enrollment and achievement in advanced academic courses.

English: 75% of the students who have been identified as needing Tier 2 Support for being in English will increase in two levels of proficiency in Common Lit;

All students who have been determined as “approaching” expectations in NJSLA will be categorized as “proficient” on the NJSLA

75% of Tier 2 students will accelerate 1.5 years of growth on the Common Lit benchmark assessment.

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES
<p>L1: Principal/Leadership Team provides additional instructional time to support learning for all students.</p> <p>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.</p>	<p>Common Lit, Reading Plus Use of Reading Plus.</p> <p>PMS administration will implement the creation and use of a building-wide universal project/research rubric to increase student ability to self-assess, self-advocate, and engage in purposeful dialogue with peers and staff about project-based learning and assessment.</p>	<p>Reading Plus and Common Lit training/ Refocus I&RS to be on scores and interventions in the classroom;</p> <p>PMS administration will conduct mini-PD for staff during faculty meetings to increase awareness and understanding of the program as an additional layer of recruitment of students and familial support</p> <p>Provide time to PMS staff for planning and preparation of a universal rubric for projects/research. This includes but is not limited to an initial and follow-up PD on effective rubric design and creation.</p> <p>PD The Witness Stone Project, and provide time for the final celebration/project (placement of a witness stone in the Princeton area).</p>

DEFINE MILESTONES OF PROGRESS

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

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
PMS administration will support a mentoring program for students.	10/23	5/24	PMS Principal	School Counselor (S. DiSebastian) 24 PMS Staff
PMS administration will collaborate with community organizations for male mentoring programs for African American and Hispanic males	10/23	5/24	PMS Assistant Principal (E. Lattimer)	PMS Principal PMS Counseling Team PMS Parent Liaison
PMS administration will utilize Elevate as a tool to create a survey to measure students feelings of safety and belonging at PMS.	11/23	5/24	PMS Principal	PMS Admin Team, PMS Counseling Team
PMS administration will increase opportunities to embed exposure to diversity within the daily lives of students at PMS	9/23	6/24	PMS Assistant Principal (E. Lattimer)	PMS Admin Team, PMS parent liaison, PMS Counseling Team, PMS club/activity advisors

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

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
PMS administration will provide students with Tier 2 interventions through the implementation of Math Lab instructional period	9/23	6/24	PMS Principal	PPS Math supervisor, PMS Administration team, PMS math instructors, PMS Counseling team
PMS administration will provide students with expanded	10/23	5/24	PMS	PMS Admin

opportunities to engage with interactive research focused science opportunities outside of school hours.			Principal	Team, PPS Supervisor of Science, PMS Science team, PMS Counseling team

Student Target 3C: Student achievement in literacy to support student enrollment in advanced placement classes at PHS.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
PMS administration will provide students with Tier-2 intervention of expanded utilization of Reading Plus intervention for additional 30 mins. per week.	10/23	5/24	PMS Principal	PMS Admin Team, PMS PAWS teachers, PMS ELA teachers, Supervisor of ELA
PMS administration will provide students with Tier-2 intervention through targeted rostered PAWS classes two-days per week.	11/23	5/24	PMS Principal	PMS Admin Team, PMS PAWS teachers, PMS ELA teachers, Supervisor of ELA
PMS administration will provide students with intensive Tier-2 interventions during scheduled extended PAWS time 18 days throughout the '23-'24 school year.	11/23	5/24	PMS Principal	PMS Admin Team, PPS Supervisor of Special Projects, PMS Course
PMS leadership in collaboration with PPS leadership will conduct virtual and in-person family information sessions to increase awareness, understanding and enrollment into Saturday Science Academy.	9/1	10/15	PMS Principal	PMS Admin Team, Secondary Science Supervisor
PMS establishing a Saturday Science Academy; plans underway this summer for Fall Pilot Implementation. (14 dates have been selected; dates=	8/1	12/1	PMS Principal	PMS Admin Team, Secondary Science Supervisor

Review of 7th grade social studies end-of-year projects and 8th grade CIA and Regatta Projects to revise guidelines and enhance features to make them more interdisciplinary with emphasis on reading, writing, and public speaking.	12/1	6/1	PMS Principal	PMS Admin Team, Secondary Science Supervisor
Grade 8 Humanities students in collaboration with Grade 8 ELA will engage with The Witness Stone Project to increase literacy through interdisciplinary	2/1	5/1	PMS Principal	PMS Admin Team, Secondary Science Supervisor
PMS administration in collaboration with PPS Administration and ELA-Humanities supervisor will utilize The Witness Stone Project to increase student awareness about the lives of enslaved African Americans in the Hopewell Valley region of NJ, which includes Princeton.	2/1	5/1	PMS Principal	PMS Admin Team, Secondary Science Supervisor