



District-Level Priorities

2023-2024 Collective Action Plan

During the 2022-23 school year, Princeton Public School completed a five-year strategic plan, developed with significant involvement of PPS stakeholders. The plan – ForwardFocus2028 - outlined the district’s **portrait of a PPS graduate**, **four aspirational goals** for student learning, as well as **four pillars (aka building blocks)**, **strategic objectives and key actions** that assure a coherent roadmap for accomplishing our goals for student success.

A results-focused plan is the first step toward accomplishing our mission and goals. However, without disciplined implementation, the plan will flounder and may not live up to its promise. After we “plan the work”, then we must “work the plan” to achieve desired outcomes.

The 2023-2024 school year will be the district’s first full year of implementation of the strategic plan. In addition to embarking on a two-step process of “making sense” of the implications of our comprehensive strategic plan and executing some aspects of the plan for baseline/calibration purposes, our leadership team has created the attached action plan to collectively help our students achieve or experience the following in SY24:

- *PreK- Grade 3 students will demonstrate growth and achievement in literacy and numeracy. [1C]*
- *Grade 3- 12 students will feel a sense of safety, inclusion, nurturing in their learning environment, with a meaningful relationship with at least one adult at their school. [2A]*
- *Grade 9 and 10 students will remain on-track to graduate high school (based on multiple indicators such as attendance, emotional & mental health, course grades, GPA). [4A]*

In this document, you will find the district-level priorities we will implement during the 2023-2024 school year to support our schools. We believe a collective focus on these priorities will strengthen the effectiveness and efficiency of our operations and infrastructure as a whole, so that our schools and students can thrive.

Our collective-action plan includes 3 priorities that will serve as the core of our district and building leadership team deliberations. Furthermore, those collective-action priorities are complemented by a set of initiatives specific to each department and school.

Over the course of the upcoming school year, we intend to monitor these priorities continuously during our monthly Administrative meetings. Additionally, as a collective team, we will review and discuss evidence-based progress reports (publicly) with the BOE on the following dates:

- February 5, 2024
- May 30, 2024

Reporting out our findings will strengthen our stakeholders’ trust in and commitment to our school district, and will facilitate successful accomplishment of the aspirational goals of our strategic plan.

Submitted by,

Carol L. Kelley

Dr. Carol L. Kelley (*Superintendent*)



Collective Action Plan

Princeton Public Schools
25 Valley Road, Princeton, NJ 08540

2023-2024 SY

Dr. Carol Kelley (*Superintendent*)

Mr. Matthew Bouldin (Business Administrator/BOE Secretary)

Dr. Kimberly Tew (Assistant Superintendent, Curriculum & Instruction)

Ms. Micki Crisafulli (Director, Special Services)

Ms. Rebecca Gold (Interim Assistant Superintendent, Human Resources)

Phone: 609.806.4220

Website: <https://www.princetonk12.org>

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[ForwardFocus2028](#)

Part 1: 2023-2024 Annual Student Improvement Targets

SY24 Collective Priorities	Annual Improvement Target	Alignment with the Strategic Plan	
		Which Goal?	Which Measure?
<p>Strategic Goal 1: Focus on Early Years: Age 3 to Grade 3</p> <p>Measures of Student Progress: Student Growth and Achievement in Literacy and Numeracy (1C)</p>	<p>SY24 Target 1: <i>By the end of the instructional year, 80% of students in grades K -5 will be on grade level (as measured by the DRA3).</i></p> <p>SY24 Target 2: <i>By the end of the instructional year, 80% of students in PreK will achieve a Level 5 or better in our naming letters and sound correspondents (as measured by Gold Assessments).</i></p> <p>SY24 Target 3: <i>By the end of the instructional year, the percentage of Grades 2-5 students meeting expectations will increase by 5 percentage points (as measured on the LinkIt form C for mathematics).</i></p>	1	C
<p>Goal 2: Wellness, Inclusion & Supports for All</p> <p>Measures of Student Progress: Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.</p>	<p>SY24 Target 4: <i>By the end of the school year, the percentage of non-chronically absent students in the ELL subgroup will increase by 5 percentage points.</i></p> <p>SY24 Target 5: <i>By the end of the school year, the percentage of non-chronically absent students in the F/RL subgroup will increase by 5 percentage points.</i></p> <p>SY24 Target 6: <i>70% of students in Grades 6-12 will agree (slightly - strongly) with the statement, "I look forward to going to school."</i></p> <p>SY24 Target 7: <i>85% of students in Grades 3-5 will agree (slightly - strongly) with the statement, "I look forward to going to school."</i></p>	2	A
<p>Goal 4: Preparation for a Meaningful Life Beyond PPS</p> <p>Measures of Student Progress: 9th and 10th graders on-track to graduate (based on multiple indicators such as attendance, emotional & mental health, course grades, GPA).</p>	<p>SY24 Target 8: <i>In each student group, 100% of 9th graders are on track to graduate.</i></p>	4	A

Part 2: 2023-2024 District Action Plan ("Big Picture")

We have Identified the professional practices, educational strategies and PD themes the district will focus on for each student target.

<p>Student Target 1C: Student Growth and Achievement in Literacy and Numeracy (Grade 3)</p>	<p>SY24 Measurable Objectives</p> <ul style="list-style-type: none"> a) ELA: 80% of students in grades K -5 will be on grade level by the end of the year as measured by the DRA3. b) ELA: 80% of students in PreK will achieve a Level 5 or better in our naming letters and sound correspondents in Gold Assessments. c) Math: We will increase the percentage of students meeting expectations by 5% points on the LinkIt form C for mathematics in grades 2 through 5.
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[See professional practices in Strategic Plan](#)

<p>PROFESSIONAL PRACTICES</p>	<p>EDUCATIONAL STRATEGIES</p>	<p>PD & COLLABORATION THEMES</p>
<p>T7: Teachers use data-informed cycles of inquiry to implement school-wide, grade-level and department continuous improvement plans. (# of "data-dive conducted by grade-level or departmental teams)</p> <p>L7: Principal/Leadership Team uses data about student learning and professional practices to monitor implementation of school-wide and grade-level /department continuous improvement plans. (# of classroom visits with timely feedback conducted by evaluators)</p> <p>D4: District leadership guides professional learning by organizing opportunities for adult learning, providing resources to facilitate school level professional learning</p>	<p>Tiered Support: Institute a tiered intervention continuum of academic support for students.</p> <p>Data collection and analysis: Review assessment data regularly to identify and plan for students who are not meeting academic, behavior or social-emotional learning benchmarks or standards.</p> <p>Collaboration: Homeroom teachers and various other staff members will collaborate to provide resources, supports and interventions to students identified.</p> <p>AIS Teams: Identification and data analysis three times a year to support as many students as possible.</p>	<p>Reflective coaching cycles Grades 2-5 in mathematics and PreK-1 in literacy.</p> <p>OG training</p> <p>Recurring curriculum training.</p> <p>Coaching cycles on math workshop for Grades 2-5.</p> <p>Communication & collaboration with families and community partners around these initiatives.</p> <p>High-engagement strategies: Strengthen teachers' knowledge and skills regarding effective academic language development and intervention strategies for diverse learners.</p>

priorities, and ensuring that all school personnel implement agreed upon practices. (# of professional learning opportunities aligned to district priorities and school improvement plan priorities)

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Student Target 2A:

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

SY24 Measurable Objectives:

- d) *By the end of the school year, the percentage of non-chronically absent students in the ELL subgroup will increase by 5 percentage points.*
- e) *By the end of the school year, the percentage of non-chronically absent students in the F/RL subgroup will increase by 5 percentage points.*
- f) *70% of students in Grades 6-12 will agree (slightly - strongly) with the statement, "I look forward to going to school."*
- g) *85% of students in Grades 3-5 will agree (slightly - strongly) with the statement, "I look forward to going to school."*

[See professional practices in Strategic Plan](#)

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES
<p>T4: Teachers use multiple forms of communication with all families, making special efforts to reach out to families of students from economically disadvantaged, racial/ethnic minority and language minority backgrounds.</p> <p>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.</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>Connection/Interaction with students, regular check-ins</p> <p>Regular connections with families (e.g., conferences, newsletter, special programs, email/phone calls)</p> <p>Counseling and CST SEL groups</p> <p>Recognizing and highlighting children’s work</p> <p>Making sure classrooms are warm and welcoming (physically)</p> <p>Materials reflect the lives and culture of students</p> <p>Listen to student voices</p> <p>Experiential learning about culture via clubs and extracurricular</p>	<p>Social Emotional Learning PD opportunities</p> <p>Responsive Classroom</p> <p>Gardening Program, Food literacy, Witness Stone Program, etc... (enrichment, student clubs)</p> <p>PTO partnerships</p> <p>ESS (supports for parent series/workshops)P</p> <p>Home-School Communications</p>

Student Target 4A:

9th and 10th graders on-track to graduate (based on multiple indicators such as attendance, emotional & mental health, course grades, GPA).

SY24 Measurable Objective:

h) In each student group, 100% of 9th graders are on track to graduate.

[See professional practices in Strategic Plan](#)

PROFESSIONAL PRACTICES	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES
<p>T8: PHS staff will guide 9th grade students in setting and monitoring their own progress toward meeting academic and social emotional learning goals. (% of 9th grade students setting/monitoring their own progress toward meeting academic and social emotional learning goals)</p> <p>L5: Principal/Leadership Team engages all staff in dialogue about continuous improvement of student learning and professional practices for 9th grade students</p> <p>D1: District leadership allots time for training, collegial collaboration, and preparation of standards-aligned curriculum, instruction and assessment practices.</p>	<p>All 9th grade students will have a full schedule</p> <p>Mandated peer-group attendance for 9th graders</p> <p>All 9th grade students will have an initial check-ins with school counselor</p> <p>Activate student voice to listen to their current experiences as a learner, in order to plan actions to help them feel that motivated and excited about attending class.</p> <p>Encourage staff to use the Elevate tool so that staff is designing educational strategies based upon students' lived experiences at the classroom level.</p>	<p>Freshman Academy</p> <p>T5: Teachers work collegially during common planning time to address curriculum scope & sequence, student needs, reflect on instructional practice, and strategies that work.</p> <p>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,</p> <p>D3: District leadership provides a variety of options for professional collaboration, including school-wide Data Summits to review student outcome data and reflect on professional practices.</p>

DEFINE MILESTONES OF PROGRESS

Part 3: 2023-2024 Milestones of Progress (CPR Card™)

We have identified key milestones as they relate to your student targets. Updates on our progress will be communicated to the BOE and community periodically.

Student Target 1C: Student Growth and Achievement in Literacy and Numeracy (Grade 3)

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Ensure that all students receive 90 minutes of daily instruction in the core Literacy and 60 minutes of daily instruction Math program (i.e., access to Tier 1 instruction for all).	07/01	10/31	Principals	Teachers Instructional Aides
Provide timely feedback and support after each classroom observation by Principal / Administrative team.	10/01	05/31	Principals	
Use assessment data to regroup students for “reteach/enrich” session during the last week of each assessment cycle (i.e., access to intervention or enrichment for every student).	10/01	05/31	K-5 Elementary Supervisor	Principals AIS Teachers
Enroll struggling students in academic support classes, and collaboratively analyze progress monitoring data across content areas.	11/01	05/31	K-5 Elementary Supervisor	Principals AIS Teachers

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
Develop Core Team of Teacher Leaders in Advanced Responsive Classroom Practices (PK-5); Offer ongoing, job embedded PD to staff	8/31	5/31	K. Tew	Principals Elementary Supervisor Counseling & Student Wellness Supervisor
Provide timely feedback and coaching support after each classroom observation by Principal / Administrative Team. [Cluster 2 Learning Environment, Cluster 6 Professionalism]	11/1	4/30	Observers	Instructional Round Participants
Planning to provide two (2) integrated electives at PHS for the 2024-2025 school year.	9/5	1/31	M. Crisafulli K. Tew	PHS Admin 9-12 Special Education Supervisor 6-12 Academic Supervisors Counseling & Student Wellness Supervisor
District leadership provide professional learning to school SEL teams to implement agreed upon practices (<i>reviewing student and school climate data and conducting meetings</i>)	9/5	5/31	C. Kelley	Counseling & Student Wellness Supervisor Coordinator of Student Health and Safety

DEFINE MILESTONES OF PROGRESS

Student Target 4A: 9th and 10th graders on-track to graduate (based on multiple indicators such as attendance, emotional & mental health, course grades, GPA).

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
All 9th grade students will have an initial check-ins with school counselor	10/15	11/30	J. McMichael	PHS Admin PHS Counselors
Explore student voice opportunities for 9th and 10th graders	10/1	1/31	TBD (Admin Intern)	PHS Admin J. McMichael Class Advisors Student-voice club advisors
Provide collegial time for Math department and Humanities department to perform data analysis and lesson design	9/5	5/30	Math/ Humanities Supervisors	Teachers
Identify students who need additional supports in ELA and Math using multiple measures and provide intervention supports (e.g., English+ and Math+ courses) throughout the school year	8/1	5/30	K. Tew/J. McMichael	Counselors Supervisors I&RS Teams