



Annual Action Plan

JOHNSON PARK SCHOOL

Princeton Public Schools
285 Rosedale Road, Princeton, NJ 08540

2023-2024 SY

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ANNUAL STUDENT ACHIEVEMENT TARGETS

Part 2: Set your Annual Student Improvement Targets

Please clarify your student targets in the table below. See [example](#). [Tips to Remember](#)

[Link to 2022-23 SY School Improvement Plan](#)

SY24 Collective Priorities	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)	<i>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 through 5.</i>	1	B
Goal 1: Focus on Early Years: Student access to comprehensive early-interventions and supports.	<i>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.)</i>	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.	<i>To increase by 5% points for all students at JP in three areas: *Connected to at least one adult. *I look forward to going to school. *Teachers treat students with respect. (Utilize Spring 2024 Survey Data)</i>	2	A
Goal 3: Opportunity and Achievement for All: Student growth and proficiency in Literacy, Math, and Science.	<i>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.)</i>	3	B

Student Target 1B:
 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.)

PROFESSIONAL PRACTICES

T5: Teachers work collegially during common planning time to address curriculum scope & sequence, student needs, reflect on instructional practice, and strategies that work.

T8: Teachers guide students in setting and monitoring their own progress toward meeting academic and social emotional learning goals.

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. [NJTSS]

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.

EDUCATIONAL STRATEGIES

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

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.

Collaboration: Homeroom teachers and various other staff members will collaborate to provide resources, supports and interventions to students identified.

AIS Teams: Identification and data analysis three times a year to support as many students as possible.

PD & COLLABORATION THEMES

P1.2 Evidence-based Collaboration:
 Strengthen school-wide capacity for using performance-based assessments, and build teacher-leadership for facilitating collegial collaboration (“PLCs”) and cycles of inquiry (including Data Summits).

High-engagement strategies:
 Strengthen teachers’ knowledge and skills regarding effective academic language development and intervention strategies for diverse learners.

Student Target 1C:

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 through 5.

PROFESSIONAL PRACTICES

T2: High-engagement strategies:
 Teachers utilize a variety of high engagement strategies, real-life and authentic learning opportunities, and motivational approaches to raise expectations for all students, regardless of current level of performance.

T7: Timely assessments:
 Teachers meet regularly to review and utilize formative and summative assessment data to target instruction to the personalized needs of students.

L2: High instructional expectations:
 Principal communicates high expectations by prioritizing mastery of instruction for all student subgroups, and leading ongoing teacher, team and school-wide dialogue about student work products.

EDUCATIONAL STRATEGIES

S1.1 Aligned Math Lessons:
 Align lessons and student engagement to the Math instructional framework and Common Core Mathematics Shifts.

S2.2 Units of Study
 Implement Units of Study across grade levels to support explicit instruction in and development of student skills in English Language Arts (especially ability to process rigorous standards-aligned Literature and Informational Text).

PD & COLLABORATION THEMES

P1.1 Common Core Mathematics Shifts and Content Knowledge:
 Conduct year-round PD to deepen teachers' and leadership team's competence and confidence regarding the shifts associated with the Common Core Standards (i.e., Focus, Coherence, Rigor), including in-class modeling and differentiated coaching.

P1.2 Evidence-based Collaboration:
 Strengthen school-wide capacity for using performance-based assessments, and build teacher-leadership for facilitating collegial collaboration ("PLCs") and cycles of inquiry (including Data Summits).

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

*To increase by 5% points for all students at JP in three areas:
 *Connected to at least one adult.
 *I look forward to going to school.
 *Teachers treat students with respect.
 (Utilize Spring 2024 Survey Data)*

PROFESSIONAL PRACTICES

T3: Caring learning environment:
 Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.

T4: Communication with families:
 Teachers routinely communicate with families about each student’s progress relative to academic and behavioral expectations, and seek their involvement as equal partners.

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

Responsive Classroom:
 Teachers will utilize responsive classroom approaches to build community and increase student achievement.

Character Education and Social Emotional Learning Instruction:
 Teachers will integrate character education and social emotional learning instruction to build stronger relationships and accountability through school-wide activities that will incentivize positive student skills.

Restorative Practices: Teachers will utilize restorative practices when harm has been done.

PD & COLLABORATION THEMES

Responsive Classroom PD throughout the year.

Restorative Practices PD throughout the year.

Social Emotional Learning lesson development and implementation in partnership with the school counselor and CST.

P3.1 Asset-based interventions and discipline practices: Provide ongoing training and support for teachers, leaders, and staff regarding how to nurture students’ sense of belonging, appropriate conduct, and their social-emotional and cultural identities.

P3.2 Evidence-based Collaboration: Strengthen school-wide capacity for using performance-based assessments, and build teacher-leadership for

		facilitating collegial collaboration (“PLCs”) and cycles of inquiry (including Data Summits).
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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	EDUCATIONAL STRATEGIES	PD & COLLABORATION THEMES
<p>T3: Caring learning environment: Teachers implement a caring environment that fosters high expectations, responsibility, independence, and social and emotional competencies.</p> <p>T4: Communication with families: Teachers routinely communicate with families about each student’s progress relative to academic and behavioral expectations, and seek their involvement as equal partners.</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>Collaboration with: *STEAM teacher *QUEST teacher *PTO *Music & Arts Department *PE Teacher *CTLs and Coaches To design and implement events and activities and to ensure access to all students.</p> <p>S3.1 Parent/Guardian Notification: Communicate the importance of student attendance in extracurricular activities to parents and guardians through monthly written communications and verbally at all school events and through school communications..</p>	<p>Research on the connection between student achievement and student engagement with extra-curriculars.</p> <p>Parent and Community Engagement Efforts.</p>

DEFINE MILESTONES OF PROGRESS

Student Target 1:

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.)

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 through 5.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Monitor student enrollment in AIS and QUEST	10/23		AIS Team & Ms. Peluso	AIS Team Ms. Peluso Ms. Moore Dr. S
Review Data Periodically	12/23		AIS Team & Ms. Peluso	AIS Team Ms. Peluso Ms. Moore JP Staff Dr. S
Monitor Individual Student Action Plans Periodically	12/23		AIS Team & Ms. Peluso	AIS Team Ms. Peluso Ms. Moore JP Staff Dr. S

Student Target 2A: *To increase by 5% points for all students at JP in three areas:*

**Connected to at least one adult.*

**I look forward to going to school.*

**Teachers treat students with respect.*

(Utilize Spring 2024 Survey Data)

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Responsive Classroom PD	9/23		RC Team	RC Team JP Staff Dr. S
Monthly Community-Building Activities	9/23		Ms. Whitmore Discipline Team	Ms. Whitmore Discipline Team Dr. S

			Dr. S	JP Staff
Review Survey Data	10/23 & 6/23		HR teachers	JP Staff Dr. S

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
Coordination with PTO for afterschool clubs and partyboards	3x/yr		PTO Dr. S	PTO Dr. S JP Staff
Coordination for STEAM & Enrichment Cycles	23-24		Ms. Gries Ms. Hobart	JP Staff
Scripps Spelling Bee & Continental Math League	23-24		Ms. E Ms. Moore	Ms. E Ms. Moore Dr. S