



# Annual Action Plan

## COMMUNITY PARK SCHOOL

Princeton Public Schools  
372 Witherspoon Street, 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><b>Goal 1: Focus on Early Years:</b> Student Growth and Achievement in Literacy and Numeracy (Grade 3)</p>	<p>Student access to Tier 2 and Tier 3 early intervention support will increase 5% over the 2022-2023 school year. (We will use information from AIS and QUEST enrollment to meet this goal.)</p>	1	B
<p><b>Goal 1: Focus on Early Years:</b> Student access to comprehensive early-interventions and supports.</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: Reduce the percentage of students in the “bubble range” by 5% points on the LinkIt form C in grades 2-5.</p>	1	C
<p><b>Goal 2: Wellness, Inclusion and Supports for All:</b> Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.</p>	<p>Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.</p> <p>School Climate/Safety Team will use RC strategies to provide a nurturing environment for all students. Formation of a mentoring team so that every student has at least one adult to “go to”.</p>	2	A
<p><b>Goal 3: Opportunity and Achievement for All:</b> Student growth and proficiency in Literacy, Math, and Science.</p>	<p>100% of 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 Celebrations, Residencies, Art Show/Exhibit, Scripps Spelling Bee, CML, Garden Education, Field Trips/Walking Trips, Afterschool Clubs, etc.)</p>	3	B

**THE BIG PICTURE: PRACTICES, STRATEGIES, PD & COLLABORATION**

<p><b>Student Target 1B:</b> Student Growth and Achievement in Literacy and Numeracy (Grade 3)</p>	<p>Student access to comprehensive early-interventions and supports. Students in grade 3 will receive Tier I and Tier II intervention to support their literacy and numeracy [in both English and Spanish].</p> <p>[OR English Literacy and Spanish Numeracy?]</p>
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<p><b>PROFESSIONAL PRACTICES</b></p>	<p><b>EDUCATIONAL STRATEGIES</b></p>	<p><b>PD &amp; COLLABORATION THEMES</b></p>
<p>T1: Ts provide multiple opportunities &amp; strategies for Ss to demonstrate learning.</p> <p>T3: Ts implement a curriculum that promotes social, emotional, civics 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, PD 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 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>Employ Academic Coaches to train the staff on new DRA 3.</p>

<p><b>Student Target 1C:</b> Student access to comprehensive early-interventions and supports.</p>	<p>Student growth and achievement in literacy and numeracy.</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: 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><b>PROFESSIONAL PRACTICES</b></p>	<p><b>EDUCATIONAL STRATEGIES</b></p>	<p><b>PD &amp; COLLABORATION THEMES</b></p>
<p>T6: Ts participate in a continuum of meaningful, differentiated, and scaffolded professional learning aligned to the school’s improvement plan and district priorities.</p> <p>T7: Ts use data-informed cycles of inquiry to implement school-wide, grade level and department continuous improvement plans.</p> <p>L2: Principal/Leadership Team regularly observes classrooms and facilitates a feedback loop /discussion with Ts regarding their selected practices.</p> <p>L6: Principal implements a differentiated PD plan and annual calendar, aligned to the school’s improvement plan and the professional learning needs of each T or staff.</p> <p>L8: Principal establishes systems that ensure access to higher level programs to all students regardless of ethnicity, language proficiency or SES.</p>	<p>S1.3 Math intervention - implementation of district approved Tier I and II intervention resources for K-2 students.</p> <p>Ts work collegially to develop and enforce school practices that promote a high-achieving, caring, supportive environment.</p> <p>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 Ss, and their own professional efficacy.</p> <p>8.1.C: Develop RTI system through collaboration between SPED and GedEd Ts. so that there is a system for struggling students.</p>	<p>D1: District leadership allots time for training, collegial collaboration and preparation of standards-aligned curriculum, instruction and assessment practices.</p> <p>D5: District Leadership provides resources and PD to support principals in leading, coaching, and monitoring the use of high quality formative assessment techniques.</p>

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

Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.  
 School climate/Safety Team will use RC strategies to provide a nurturing environment for all students. Formation of a mentoring team so that every student has at least one adult to “go to”.

<b>PROFESSIONAL PRACTICES</b>	<b>EDUCATIONAL STRATEGIES</b>	<b>PD &amp; COLLABORATION THEMES</b>
<p>T3: Ts implement a curriculum that promotes social, emotional, civics 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>Ts solicit input from students regarding behavioral expectations and engage Ss themselves in enforcing them.</p> <p>L3: Principal/Leadership Team regularly gathers perceptions regarding school climate (through surveys and discussions) in order to evaluate and make adjustments that will ensure schools that are safe and caring for all.</p>	<p>Implement with fidelity, a culturally-responsive, standards aligned, viable curriculum using the Universal Design for Learning (UDL) framework for all subjects in every classroom and supported by coaches.</p> <p>Morning meeting (RC)</p>	<p>Ts participate in Responsive Classroom training throughout the year.</p> <p>Utilize common language (including Teacher Language as prescribed in RC)</p> <p>Collaboration between school counselor / CST with Ts to provide regularly structured opportunities for SEI learning for Ss.</p>

**THE BIG PICTURE: PRACTICES, STRATEGIES, PD & COLLABORATION**

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

100% of 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 Celebrations, Residencies, Art Show/Exhibit, Scripps Spelling Bee, CML, Garden Education, Field Trips/Walking Trips, Afterschool Clubs, etc.)

**PROFESSIONAL PRACTICES**

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

Communication with families; Ts regularly communicate with families about S progress relative to academic and behavioral expectations and seek their involvement as partners.

TP1.14: Ts provide opportunities for Ss to direct their own learning and work with other Ss on culturally and socially relevant projects and assignments.

**EDUCATIONAL STRATEGIES**

6.2.C: Engage students in problem-solving experiences- include the 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/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 Ss to establish uniform grade level appropriate standards and learning outcomes for all Ss.

School Safety Team to review S data and address needs.

**DEFINE MILESTONES OF PROGRESS**

**Student Target 1B**

Student access to comprehensive early-interventions and supports.

Students in grade 3 will receive Tier I and Tier II intervention to support their literacy and numeracy [in both English and Spanish].

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: 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 DRA 3 to all Ss	9/23	10/23	Gruchacz /Moore	AIS, Classroom Teachers
Review DRA 3 data to establish baseline for school year at grade level meetings.	10/23	11/23	Gruchacz /Moore	Grade Level T teams
Review of Linkit Math data Form C	10/23	11/23	Gruchacz /Moore	Grade Level T teams

**Student Target 2A:**

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

School climate/Safety Team will use RC strategies to provide a nurturing environment for all students. Formation of a mentoring team so that every student has at least one adult to “go to”.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Set up calendar of RC turnkey PD for faculty/by trained faculty.	9/23	6/24	Gruchacz/ Trained Staff	Trained staff and teachers
Administer pre assessment survey to determine culture / climate baseline.	10/23	11/23	Cameron	Safety Team
Administer post assessment to measure Ss SEL growth.	5/24	6/24	Cameron	Safety Team

**Student Target 3B:**

100% of 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 Celebrations, Residencies, Art Show/Exhibit, Scripps Spelling Bee, CML, Garden Education, Field Trips/Walking Trips, Afterschool Clubs, etc.)

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Distribute a listing of all events/activities related to enrichment and cultural learning experiences to staff, students, and parents.	10/23	10/23	Gruchacz/ Cameron	All staff and Participating Parents/PTO
Share experiences via newsletter and social media/website.	10/23	ongoing	Gruchacz/ Cameron	Staff/PTO/Main Office

