CHESTERFIELD ELEMENTARY SCHOOL
Chesterfield, New Jersey 08515

SCHOOL GOALS
2025-2026 School Year

School Goal 1 Grades K-2: Our school will increase the percentage of students meeting or exceeding expectations in English Language Arts and Mathematics by 10% using the DIBELS and MAP Growth Assessment.

School Goal 1 Grades 3-6: Our school will increase the percentage of students meeting or exceeding expectations on the NJSLA in English Language Arts and Mathematics by 10%.

Major Activities	Participants	Resources	Constraints	Timeline	Indicators of Success
Implement evidence-based core instruction in reading (CKLA) and math (Illustrative Math).	Classroom teachers	ELA- Amplify CKLA and ELA Math- Illustrative Math and Amplify Math	Balancing core instruction time, interventions, and specials.	Ongoing	Increased percentage of students meeting grade-level benchmarks in reading and math.
Administer universal screeners and diagnostics to identify students at risk.	Instructional coaches, Interventionists	Universal screeners, diagnostic assessments, and progress monitoring tools	Variability in student needs across grade levels (wide gaps in reading/math)	September January June	Students identified as at risk demonstrate measurable improvement after interventions.

Major Activities	Participants	Resources	Constraints	Timeline	Indicators of Success
Hold regular data team and PLC meetings to review student progress and adjust instruction.	Administrators, classroom teachers		Scheduling challenges	Monthly	Stronger alignment between classroom instruction, interventions, and student data.
Implement a dedicated intervention period in the master schedule	Administrators	Small group intervention materials (decodable texts, online supports, manipulatives)	Scheduling challenges	October-June Ongoing small group instruction and interventions	Reduction in the number of students requiring Tier II/III interventions.

School Goal 2: Our school will decrease the percentage of students who score in negative interpersonal relationships on the school climate survey by 10%.

Major Activities	Participants	Resources	Constraints	Timeline	Indicators of Success
Implement consistent Tier 1 classroom management strategies aligned with the Code of Conduct.	Classroom Teachers Code of Conduct Committee	Tier 1 Teacher Toolkit PBIS World Code of Conduct Addendum	Time constraints, learning curve, staff understanding	Ongoing	Decreased students sent to the office. Decrease in negative behaviors on the school climate survey
Use behavior reflection sheets to address and document minor behaviors within classrooms.	Classroom Teachers Administration Parents	K-2 Reflection Form 3-6 Incident Think Sheet	Time constraints, learning curve	Ongoing	Increase in staff use of behavior sheets
Deliver monthly school counseling lessons tied to SOAR themes and developmental needs.	Counselors, teachers, students	Counseling Lessons	Time constraints, new counselor learning curve	Monthly	Decrease in inappropriate behaviors throughout the school/recess Decrease in negative behaviors on the school climate survey

Major Activities	Participants	Resources	Constraints	Timeline	Indicators of Success
Reinforce positive behavior through SOAR tickets, assemblies, and class acknowledgments.	All Staff & students	SOAR Tickets Assembly programs	Being consistent, time management for assembly programs, purchasing prizes	Monthly 3-4 times per year	Increase in the number of staff SOAR tickets distributed to students monthly Decrease in negative school behaviors on the school climate survey
Provide staff PD on de-escalation, restorative practices, and use of reflection/incident forms.	Teaching Staff	Websites, training resources, NJ School Bar Association	Time management, budget for PD	Ongoing	Increase in staff understanding of behavior/classroom management
Meet periodically with BOE Code of Conduct sub-committee to review trends and recommend adjustments.	Assistant Principal Board of Education Code of Conduct Sub-Committee	Code of Conduct Updates	Time management	Quarterly	Improved communication between committee groups and school community
Increase teacher–admin communication loops for Tier 2 and Tier 3 cases.	Administration Code of Conduct Committee	Tier 2 and Tier 3 Incident Form Data Review Discipline Data	Consistency	Ongoing	Data measured through informal and formal sources