CHERRY HILL PUBLIC SCHOOLS

SMART GOALS

2026 - 2027

Bret Harte Elementary School

Priority 1: ACADEMIC Achievement and Outcomes

AIMS and GOALS:

Increase each student's math proficiency by strengthening K-12 instructional practices.

-Goal 1bi. By 2030, the district will achieve a 10% increase in math proficiency across grades 3-11 on state math assessments while ensuring measurable annual growth for all students.

-Goal 1bii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in math skills.

Increase each student's literacy proficiency by strengthening K-12 instructional practices.

-Goal 1ci. By 2030, the district will achieve a 10% increase in overall proficiency rates for students in grades 3-11 on state ELA assessments while ensuring measurable annual growth for all students.

-Goal 2cii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in literacy skills.

Improve student science proficiency by strengthening K-12 instructional practices.

-Goal 2di. By 2030, the district will achieve a 5% increase in science proficiency across grades 3-11 on state assessments for all students.

-Goal 2aii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in science skills.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase each student's math proficiency by strengthening K-12 instructional practices **Goal 1bi. & 1bii:** Increase overall math proficiency by 2% for grades 3-5 on state assessments. Each subgroup—Multilingual Learners and Students with IEPs, —will each increase	**Strengthen Core Instruction** -Implement consistent use of high-quality math curriculum Eureka Math² with fidelity. -The math coach will collaborate with teachers to integrate higher-order questioning strategies into daily math instruction to promote deeper student	**Building Principal** - Provide overall leadership and vision. - Ensure alignment with district priorities and BHES School Improvement Plan.	**Full implementation by June 2027** **Data reviews three times per year**: December 2026, March 2027, and June 2027	**Student Achievement Data** -State assessment results showing a 2% increase overall and at least 1% growth in targeted subgroups. -Growth on district benchmarks and common unit assessments. **Instructional Practice** -Walkthrough/observation data showing stronger math practices

Bret Harte Elementary School

by at least 1%. **Grade 3 Math**: Based on NJSLA data, approximately 68% of 3rd-grade students met or exceeded expectations in mathematics, while 32% did not meet expectations. By June 2027, 3rd-grade students will demonstrate a minimum 2% increase in proficiency on benchmark assessments in the priority math domains of Operations and Algebraic Thinking, Modeling and Reasoning, and Geometry. This growth will be supported by consistent use of higher-order questioning strategies to deepen student reasoning and problem-solving. **Grade 4 Math**: Based on NJSLA data, approximately 60% of 4th-grade students met or exceeded expectations in mathematics, while 40% did not meet expectations. By June 2027, 4th-grade students will demonstrate a minimum 2% increase in proficiency on benchmark	reasoning and problem-solving. **Targeted Interventions** -Use benchmark and formative assessment data to identify students for Tier II/III math interventions. -Provide small-group instruction and targeted support during I&E. **Professional Development & PLCs** -Offer math PD on best practices (e.g., number talks, math discourse, engagement). -Use PLC time to analyze math data, adjust instruction, and share effective strategies. **Student Engagement in Math** -Celebrate math growth through recognition programs ("Taco Tuesday"). -Provide student voice opportunities (surveys or reflections) to adjust practices for motivation and relevance.	- Allocate resources (time, budget, staffing) for PD implementation. **Math Coach** - Lead math-specific PD sessions (Eureka Squared, interventions, data use). - Model instructional practices and support coaching cycles. -Collaborate with grade-level teams on math implementation. **MTSS Intervention Team** (BSI teachers, counselor, MTSS support) - Share student performance data to guide PD priorities.		(discourse, small groups, scaffolds). -PLC notes documenting data use and instructional planning. **Interventions & Supports** **-**Progress monitoring from Title I/MTSS math groups. -Struggling students will be identified through analysis of assessment data, and targeted intervention groups will be created. The math coach will support teachers by providing resources and guidance to address identified student needs. **Monitoring & Accountability** **-**Three data reviews per year with documented action steps. -Disaggregated reports showing subgroup progress. -Student growth in intervention groups will be monitored through ongoing formative assessments, benchmark data, and teacher progress checks. Data will be reviewed with the math coach and grade-level teams to evaluate the effectiveness of

Bret Harte Elementary School

assessments in the priority math domains of Operations and Algebraic Thinking, Modeling and Reasoning, and Geometry. This growth will be supported by consistent use of higher-order questioning strategies to deepen student reasoning and problem-solving. **Grade 5 Math**: Based on NJSLA data, approximately 71% of 5th-grade students met or exceeded expectations in mathematics, while 29% did not meet expectations. By June 2027, 5th-grade students will demonstrate a minimum 2% increase in proficiency on benchmark assessments in the priority math domains of Operations and Algebraic Thinking, Modeling and Reasoning, and Geometry. This growth will be supported by consistent use of higher-order questioning strategies to deepen student reasoning and problem-solving.	**Data-Driven Monitoring** -Conduct **3x per year data review cycles** to track overall growth and subgroup progress. -Use walkthroughs and coaching feedback to ensure alignment with instructional practices. -Share progress with staff and celebrate gains to maintain momentum. **Family & Community Connections** -Host math family nights or workshops to build home-school math connections. -Share resources for families to support math at home in fun, engaging ways.	- Align intervention strategies with PD outcomes. - Provide staff with Tier 2/3 instructional strategies. **Teachers** - Actively participate in PD and coaching cycles. - Implement learned strategies in classroom practice. - Provide feedback on PD effectiveness and student impact.		resources and instructional strategies, and adjustments will be made as needed.

CHERRY HILL PUBLIC SCHOOLS

SMART GOALS

2026 - 2027

Bret Harte Elementary School

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase each student's literacy proficiency by strengthening K-12 instructional practices By Spring 2027, the percentage of 3rd-grade students scoring at Level 4 (meeting or exceeding expectations) is expected to increase from approximately 41% (26/63 students) to 51% (32/63 students), as measured by the New Jersey Student Learning Assessments (NJSLA). In addition, writing will be a high priority for improvement, as school performance in most writing domains fell below both district and state averages. By Spring 2027, the percentage of 4th-grade students scoring at Level 4 (meeting or exceeding expectations) will increase	**Strengthen Core Instruction (CKLA ELA)** -Implement CKLA ELA curriculum with fidelity across all grades. -Emphasize foundational skills (phonemic awareness, phonics, fluency, comprehension, vocabulary) embedded within CKLA. -In grades 3–5, place a stronger focus on writing development through CKLA writing lessons and extended writing opportunities. -Support engagement and inquiry during CKLA lessons by using strategies that promote student discussion, questioning, and critical thinking. **Targeted Interventions** -Use mCLASS data (DIBELS, Maze, and benchmarks) to identify students for Tier II/III literacy support. -Provide differentiated small-group instruction aligned to individual student	**Building Principal** - Provide overall leadership and vision. - Ensure alignment with district priorities and BHES's School Improvement Plan. - Allocate resources (time, budget, staffing) for PD implementation. **Literacy Coach** - Facilitate CKLA and literacy-focused PD. - Provide modeling, co-teaching, and resource support. - Track and report	**Full implementation by June 2027** **Data reviews three times per year**: December 2026, March 2027, and June 2027	**Student Achievement Data** -Growth on mCLASS measures (DIBELS, Maze, and benchmarks) across all grades. -Increased percentage of students meeting or exceeding proficiency benchmarks. -Improved performance on NJSLA ELA, particularly in identified priority standards. **Instructional Practice Evidence** -Walkthrough and observation data showing consistent CKLA implementation and evidence of strong literacy practices (fluency routines, text-based discussions, writing integration). -PLC documentation reflecting analysis of mCLASS and NJSLA data to adjust instruction. -Teacher implementation of strategies that increase student

Bret Harte Elementary School

from approximately 60% (35/58 students) to 65% (38/58 students), as measured by the New Jersey Student Learning Assessments (NJSLA). In addition, writing will be a high priority for improvement, as school performance in most writing domains fell below both district and state averages. By Spring 2027, the percentage of 5th-grade students scoring at Level 4 (meeting or exceeding expectations) will increase from approximately 60% (36/60 students) to 65% (39/60 students), as measured by the New Jersey Student Learning Assessments (NJSLA). In addition, writing will be a high priority for improvement, as school performance in most writing domains fell below both district and state averages.	needs (decoding, fluency, comprehension, writing). -Monitor subgroup progress during three data review cycles (fall, winter, spring) and adjust interventions accordingly. **-Professional Development & PLCs** -Provide PD on CKLA implementation and effective writing instruction. -Use PLCs to analyze mCLASS and benchmark data, and to identify specific standards to target based on NJSLA results. -Professional Learning Community (PLC) sessions will be scheduled for teachers to collaboratively restructure the Intervention and Enrichment (I&E) block to provide more targeted supports that meet the diverse learning needs of students. Grade bands will meet: 1st-grade teachers will organize planning sessions, 2nd–grade teachers will work together, and 3rd–5th–grade teachers will work together to align strategies and resources. **-Student Engagement in Literacy** -Increase student ownership of learning through strategies that spark	implementation progress in literacy classrooms. **MTSS Intervention Team** (BSI teachers, counselor, MTSS support) - Share student performance data to guide PD priorities. - Align intervention strategies with PD outcomes. - Provide staff with Tier 2/3 instructional strategies. **Teachers** - Actively participate in PD and coaching cycles. - Implement learned strategies in classroom practice.		inquiry, discussion, and engagement with complex texts. -Grade-level CKLA planning sessions will be scheduled, during which teachers will collaborate with instructional coaches to plan lessons, align instructional practices, and ensure consistency in implementation across classrooms. **Intervention & Support Evidence** -Progress monitoring records from Tier II/III supports showing improvement in fluency, comprehension, and writing. -Evidence of differentiated supports tailored to subgroup needs (e.g., decoding for MLs, comprehension scaffolds for IEP students). -Student work samples demonstrating growth in reading comprehension and extended writing. **Stakeholder Engagement** -Student reflections or surveys indicating increased confidence in reading and writing. -Family participation in literacy

Bret Harte Elementary School

	inquiry, discussion, and questioning within CKLA. -Embed opportunities for collaborative analysis of texts to deepen comprehension and vocabulary development. -Celebrate growth in fluency, comprehension, and writing to build motivation and confidence. **Data-Driven Monitoring** **-**Conduct 3x per year data review cycles using mCLASS (DIBELS, Maze) and benchmark assessments to track growth. -Disaggregate results to monitor subgroup performance (Multilingual Learners, Students with IEPs, Free/Reduced Lunch students). -Use NJSLA and benchmark analysis to identify priority standards and drive instructional adjustments. **Family & Community Connections** -Host literacy family nights to model strategies that support fluency, comprehension, and writing at home.	- Provide feedback on PD effectiveness and student impact.		night and workshops supporting fluency and comprehension. -Celebrations and recognition programs highlighting growth in literacy skills. **Monitoring & Accountability** -Evidence of three data review cycles (fall, winter, spring) using mCLASS, benchmark, and NJSLA data. -Reports disaggregated by subgroups showing measurable progress. -Regular updates shared with staff and families to highlight gains and areas of focus.

Bret Harte Elementary School

	-Share updates with families on student progress and highlight strategies used in CKLA.			
SMART GOAL/ Major Activities	**Key Actions**	**Who is Responsible**	**Target Date or Timeline**	**Evidence of Effectiveness**
Improve student science proficiency by strengthening K-12 instructional practices Increase the percentage of grade 5 students meeting or exceeding expectations on the NJSLA-Science by 2%.	**Strengthen Core Instruction** -Align instruction to the New Jersey Student Learning Standards for Science (NJSLS-S) with a focus on inquiry, hands-on investigations, and scientific practices. -Integrate literacy (reading informational texts, writing explanations) and math skills (data collection, graphing, analysis) into science lessons. **Data Analysis & Targeted Supports** -Unpack NJSLA-Science results to identify priority standards and areas of weakness. -Use classroom and benchmark assessments to provide scaffolds and additional support for Multilingual	**Building Principal (Principal Burgess)** -Provide overall leadership and vision. -Ensure alignment with district priorities and BHES's School Improvement Plan. Allocate resources (time, budget, scheduling) for science instruction and professional	**Full implementation by June 2027** **Data reviews three times per year**: December 2026, March 2027, and June 2027	**Student Achievement Data** **-**Growth on NJSLA-Science, with overall proficiency up 2% and at least 1% gain in each subgroup. -Classroom and benchmark data showing progress on NJSLS-S standards. **Instructional Practice** **-**Walkthroughs and student work showing inquiry-based, hands-on learning aligned to NJSLS-S. **Targeted Supports** **-**Documented scaffolds and subgroup growth during 3x per year data reviews. **Monitoring & Accountability** **-**Analysis of NJSLA-Science results to identify focus standards and

Bret Harte Elementary School

	Learners, Students with IEPs, and Free/Reduced Lunch students. **Collaboration & Monitoring** -Use grade-level meetings to review student work and share strategies aligned to NJSLS-S. -Conduct 3x per year progress checks to monitor growth and subgroup progress. **Student Engagement** -Strengthen engagement by connecting science concepts to real-world problems and local phenomena. -Encourage students to explain their reasoning through evidence-based discussions and written responses.	development. **Classroom Teachers (Grades 3–5)** -Deliver NJSLS-aligned science instruction with inquiry-based practices. -Analyze classroom assessments, benchmarks, and NJSLA results to identify areas of need. Engage students in hands-on, real-world learning experiences that build scientific reasoning.		adjust instruction.

CHERRY HILL PUBLIC SCHOOLS

SMART GOALS

2026 - 2027

Bret Harte Elementary School

Priority 3: ALIGNING STUDENT SUPPORTS TO MIRROR STUDENT NEEDS

AIMS and GOALS:

Increase the alignment of student instruction and support to most effectively meet the needs of each child.

Goal 3a: By 2030, Multi-tiered Systems of Support (MTSS) data will indicate an increase in the percentage of students whose needs are effectively supported through tiered programming.

Goal 3b: By 2030, student data will reflect an increase in the percentage of time students with disabilities engage and succeed in less restrictive educational environments.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase the alignment of student instruction and support to most effectively meet the needs of each child. **Goal 3a:** Continue implementing revised MTSS procedures and protocols to ensure academic, social-emotional, and behavioral supports align with student needs. Strengthen Tier I instruction,	**MTSS System & Protocols Overhaul** -Redesign MTSS protocols to align with best practices, ensuring clarity in referral, progress monitoring, and exit criteria. -Train all staff in updated MTSS expectations, including Tier I	**Building Principal:** Provide leadership, align MTSS overhaul to SIP, allocate resources for staffing, training, and materials.	**September–October 2026:** Implement the 1st cycle of the updated MTSS. Coaches will present to staff during the B.O.Y. PD. They will also meet with teachers and share Tier 2 students' goals.	**Student Data Growth:** Increased percentage of students meeting or exceeding benchmarks in mCLASS, math benchmarks, and NJSLA. **Tiered Support Impact:** Reduction in the number of students requiring Tier III interventions, with more needs

Bret Harte Elementary School

intensify and monitor Tier II and Tier III interventions, and use data-driven review cycles to provide consistent and equitable support for all students.	classroom responsibilities and intervention documentation. -Establish clear expectations for Tier I fidelity supported by walkthroughs, coaching, and feedback. **Data-Driven Review Cycles** -Conduct **3x per year data reviews (fall, winter, spring)** using multiple measures (mCLASS, benchmark data, NJSLA, classroom assessments, SEL screeners). -Use data to place students into appropriate tiers and identify priority standards for academic focus. -Monitor both academic growth and SEL/behavioral data to ensure balanced support. **Targeted Academic & SEL/Behavior I**nterventions -Implement small-group interventions in reading, math, and writing with a focus on intensity and duration to accelerate progress. -Provide SEL and behavior support (restorative practices, counseling groups, behavior plans) for students	**Academic Coaches:** Coordinate MTSS Meeting Dates and intervention cycles; monitor building benchmark data **MTSS Intervention Team:** Lead system redesign, guide data analysis cycles, document interventions, and oversee progress monitoring. **Classroom Teachers:** Implement Tier I best practices, collect ongoing data, deliver Tier II interventions, and collaborate	PLCs will be scheduled with each grade level to share resources and instructional activities to support students. **October 2026:** Fall MTSS data review cycle. **January 2027:** Winter MTSS data review cycle. **April 2027:** Spring MTSS data review cycle. **September 2026 – June 2027:** Implement interventions (academic & SEL/behavioral) and hold monthly MTSS team meetings. **September 2026 kickoff; November 2026, February 2027, May 2027:** Professional	met at Tiers I and II. **Fidelity of Instruction:** Walkthrough and observation data showing Tier I instruction aligned to best practices. **Progress Monitoring:** MTSS documentation reflecting interventions matched by intensity and duration with consistent tracking. **SEL/Behavior Outcomes:** -Decrease in major behavior incidents and evidence of improved student regulation through SEL supports. -The school will roll out schoolwide behavioral expectations that are explicitly grounded in our core values, ensuring a consistent and positive culture for learning across all grade levels and settings. -The school will implement a PBSIS (Positive Behavior Support in Schools) program to promote and celebrate positive student behavior while also fostering positive mental

Bret Harte Elementary School

3b. By June 2027, Bret Harte Elementary School will increase opportunities for students with disabilities to meaningfully participate in less restrictive educational environments, with at least 90% of students with disabilities having documented opportunities for participation in general education academic, social, enrichment, or schoolwide	demonstrating social-emotional needs. **Professional Development** -Provide staff training on MTSS structures, use of data, evidence-based interventions, and SEL supports. -Embed PD into PLCs focused on data analysis, student case studies, and intervention planning. **Collaboration & Communication** -Hold MTSS Intervention Team meetings (admin, teachers, interventionists, counselors) to review progress and adjust support. -Communicate with families about student progress, interventions, and strategies for home reinforcement. Ensure students in BES programs are included in schoolwide data review and support systems while maintaining individualized IEP goals and specialized programming. Identify and expand meaningful opportunities for students with disabilities to participate with	with the team. **Counselors/Support Staff:** Provide SEL interventions, behavior supports, and connect families to external services when needed. **Principal** will meet with case manager, coaches, and staff to ensure transitions to the least restrictive environment (LRE) are being discussed.	development on MTSS and intervention strategies. **June 2027:** End-of-year review of MTSS effectiveness and student outcomes. **Monthly LRE meetings will take place from 10/26 to 5/27**	health across the school community. **Stakeholder Feedback:** Positive feedback from staff, students, and families on the alignment and effectiveness of supports. **LRE comparison contrast from 2025-2026 to 2026-2027**

activities aligned with their individual needs and IEPs.	general education peers in academics, specials, lunch/recess, assemblies, Tiger Rally, buddy activities, schoolwide events, enrichment, and other appropriate experiences. Use individual student needs and IEPs to determine appropriate inclusion opportunities rather than applying a one-size-fits-all approach. Provide accommodations, modifications, communication supports, assistive technology, visual supports, and behavioral supports necessary for students to participate and succeed. Strengthen staff capacity through professional learning focused on differentiation, inclusive practices, Universal Design for Learning, behavior supports, communication strategies, and supporting students with significant needs. Monitor student engagement, achievement, belonging, and success within intervention and inclusion settings and use the data to determine whether supports are effective. Review MTSS, intervention, and inclusion data at regular intervals			

Bret Harte Elementary School

Goal: By June 2027, Bret Harte Elementary school will reduce the percentage of students who are chronically absent (missing 10% or more school days) by 10 percentage points compared to the 2025–2026 school year.	throughout the year and use findings to adjust programming, staffing, scheduling, and supports. Ensure that inclusion is measured by meaningful participation, engagement, belonging, and success—not simply the amount of time a student spends in a less restrictive environment. **Key Actions – Attendance Plan** • **Monitor attendance data weekly** to identify students approaching chronic absentee thresholds. • **Implement district protocol letters and notifications** at 4, 7, and 10 unexcused absences. • **Conduct Tier 2 student check-ins** and small-group meetings for students with emerging attendance issues. • **Hold Tier 3 family conferences** with the	**Counselors/Support Staff:** Provide SEL interventions, behavior supports, and connect families to external services when needed. Attendance: .As part of the attendance plan, Mrs. Egan, our school counselor, will monitor weekly attendance data, conduct student and family check-ins, and	**Monthly tracking of attendance from September 2026-May 2027**	**Evidence of Effectiveness – Chronic Absenteeism** 1. **Data Tracking** ○ Attendance rates will be monitored monthly, with progress shared in school leadership meetings. A reduction in the chronic

Bret Harte Elementary School

	Assistant Principal and School Counselor for students identified as chronically absent. • **Engage families early** to identify barriers (transportation, health, scheduling) and connect them with supports. • **Document all outreach and interventions** in alignment with district requirements. • **Recognize and celebrate improved attendance** through schoolwide incentives (Class shout-outs, certificates). • **Collaborate with community partners** (PerformCare, social services, health agencies) for students with significant barriers. • **Report progress to the district attendance team** and share updates at school leadership meetings.	coordinate tiered supports in alignment with district protocols to reduce chronic absenteeism.		absentee rate (from **14% to 12% or less**) by Spring 2027 will serve as direct evidence of intervention success. 2. **Student-Level Outcomes** ○ Students identified for Tier 2 or Tier 3 support will show improved attendance, with at least **50% of those students reducing absences by 3 or more days** compared to the prior year. 3. **Family & Engagement Indicators** ○ Increased family participation in

Bret Harte Elementary School

				attendance meetings and consistent documentation of interventions (letters, calls, conferences) will demonstrate that supports are being implemented with fidelity.

CHERRY HILL PUBLIC SCHOOLS

SMART GOALS

2026 - 2027

Bret Harte Elementary School

Priority 4: CLIMATE & FAMILY ENGAGEMENT

AIMS and GOALS:

To cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-solvers and responsible decision-makers, working together with a shared purpose.

Goal 4ai. By 2030, all Cherry Hill Public Schools will have fully functioning Labor Management Collaborative (LMC) teams that meet monthly, set and achieve clear goals, and include representatives from all labor titles within each school building.

AIMS and GOALS:

Increase the sense of physical and emotional safety for students, families, staff and the community.

Goal 4c. By 2030, Cherry Hill Public Schools will increase the percentage of students, parents, and staff reporting positive school climate by fostering a culture of trust, collaboration, and mutual respect.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
To cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-solvers and responsible decision-makers, working together with a shared purpose. **Goal 4ai**: BHES will sustain a fully functioning Labor Management Collaborative (LMC) team that meets monthly, includes representatives from all labor titles, and sets and achieves	**Strengthen School Climate & Safety** -Implement building-wide initiatives that promote physical and emotional safety (restorative practices, SEL integration, recognition programs). -Provide PD on trauma-informed practices and classroom strategies that foster belonging.	**Labor Management Collaborative (LMC) Team:** -Meet monthly to monitor climate goals and staff & student wellness initiatives. -Ensure representation from all labor groups and	**September 2026-June 2027** -Identify and set new MTSS goals for the year that will focus on improving the culture and climate of the school. -Bi-Monthly PBSIS Assemblies/Student	**Sustain & Strengthen LMC (Year 3 Focus)** -Hold monthly LMC meetings and project artifacts -Ensure representation from all labor titles and use LMC as a platform for collaborative problem-solving. -Monitor progress toward LMC goals in staff wellness,

Bret Harte Elementary School

clear, measurable goals aligned to the School Improvement Plan. **Goal 4c**: BHES will cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-solvers and responsible decision-makers, working together with a shared purpose. This will be achieved by sustaining and advancing the work of the established Labor-Management Collaborative (LMC) and implementing school-wide initiatives that strengthen the climate and family engagement.	**Increase Family Engagement** -The school will collaborate with the PTA to plan and implement activities that promote positive behavior, strengthen community connections, and foster a positive school climate for students and families. -Enhance communication systems (newsletters, multilingual outreach, parent feedback loops). **Elevate Student Voice** -Expand opportunities for student leadership (Climate ambassadors and Safety Team. -Increase recognition programs (Student of the Month assemblies, PBSIS initiative) to celebrate student contributions.	maintain transparency. -Problem-solve collaboratively and provide recommendations for improvement. **Building Principal:** -Provide overall leadership for climate and family engagement. -Ensure LMC goals align with the School Improvement Plan. -Allocate resources to support Family Days, SEL initiatives, and staff wellness. **Counselor/SEL Team:** -Lead *Eagles Nest Circles* and SEL small groups. -Support restorative practices and student	of the Month -Staff wellness activities and community-building activities - Support PTA Community-Based Events	communication, and workload balance. -Share updates with staff to maintain transparency and build trust. **Enhance School Climate & Safety** -Implement building-wide initiatives that promote physical and emotional safety. -Provide staff PD on trauma-informed strategies, classroom management, and inclusive practices. -Expand staff wellness initiatives (recognition programs, wellness days, morale boosters). **Improve Student Interpersonal Relationships** -Decrease negative student interactions by expanding use of restorative practices and peer mediation. -Provide counselor-led SEL groups that focus on conflict resolution, empathy, and teamwork.

Bret Harte Elementary School

		interpersonal relationship-building. -Coordinate wellness initiatives for staff and families. **Student Character Committee** -Plan activities to reward and acknowledge positive behaviors **Staff Wellness Committee** -Plan and implement activities that promote staff wellness and community. **Classroom Teachers:** -Integrate SEL/character value lessons into daily routines. -Communicate with families and model positive climate practices.		**Increase Family Engagement** -Host **Family Days, curriculum nights, and workshops** to strengthen family-school partnerships. -Use feedback from families to shape engagement strategies and address areas of need. **Elevate Student Voice & Engagement** -Celebrate student contributions through recognition programs. -Provide platforms for students to help design climate-building activities and propose solutions. **Monitor & Review Progress** -Conduct mid-year and end-of-year reviews of LMC and climate/family engagement goals. -Document progress in meeting LMC goals and their connection to BHES's School Improvement Plan goals. -Adjust strategies based on staff,

		-Model SEL/character values and promote positive peer relationships. **PTA/Family Leaders:** -Partner in planning and supporting Family Days and engagement events. -Provide feedback to strengthen family-school partnerships.		student, and family feedback to ensure continuous improvement.

Priority 5: STAFF RECRUITMENT & RETENTION

AIMS and GOALS:
To enhance and customize professional development to support all staff in their job roles and responsibilities.

Goal 5c. By 2030, each school will implement a tailored professional development framework, collaboratively designed with staff to align training with the unique needs of their roles.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
To enhance and customize professional development to support all staff in their job roles and responsibilities.	**Conduct Staff Needs Assessment** - Distribute surveys and hold focus groups to	**Building Principal**	**Full implementation by June 2027**	**Staff Feedback & Surveys** - ≥85% of staff report PD

Bret Harte Elementary School

Goal 5b. By 2030, Cherry Hill Public Schools will increase employee retention by creating a supportive work environment characterized by trust, collaboration, and high levels of support.	identify role-specific PD priorities. - Analyze student data and classroom observations to align PD with instructional needs. **Form a Collaborative PD Design Team (LMC & SCIP)** - Include grade-level reps, specialists, and support staff voices. - Meet regularly to co-design PD themes, schedules, and formats. **Develop a Tailored PD Calendar** - Build a yearlong framework that balances district initiatives with school-specific needs. - Ensure sessions align with BHS committees (Literacy, Math, STEM, Culture & Climate, etc.). **Differentiate PD Delivery** - Offer options (workshops, PLCs, peer observations, coaching cycles, online	- Provide overall leadership and vision. - Ensure alignment with district priorities and BHS' School Improvement Plan. - Allocate resources (time, budget, staffing) for PD implementation. **Math Coach** **-**Lead math-specific PD sessions (Eureka Squared, interventions, data use). - Model instructional practices and support coaching cycles. -Collaborate with grade-level teams on math implementation. **Literacy Coach** - Facilitate CKLA and literacy-focused PD. - Provide modeling, co-teaching, and resource support. - Track and report implementation progress in literacy classrooms. **MTSS Intervention Team** (BSI teachers, counselor, MTSS support) - Share student performance data to guide PD priorities. - Align intervention strategies with PD outcomes.	**Data reviews three times per year**: December 2026, March 2027, and June 2027	sessions directly supporting their instructional practice. - Increased satisfaction with PD relevance and differentiation. **Classroom Walkthrough Data** - Observable increase in use of strategies introduced during PD (e.g., CKLA engagement, Eureka Math engagement, MTSS interventions). - Consistent alignment of instructional practices across grade levels. **PLC & Coaching Reflections** - Teachers share evidence of implementation (lesson plans, student work samples). - Increased collaboration noted in PLC agendas and reflections. **Student Outcomes** - Growth in benchmark data (literacy, math, MTSS

Bret Harte Elementary School

	modules). - Create role-specific pathways (e.g., general education, BSI, educational assistants). **Provide Ongoing Coaching & Support** - Pair staff with instructional coaches or mentors. - Integrate follow-up coaching into PD cycle for classroom application. **Monitor & Gather Feedback** - Use exit tickets, PLC reflections, and mid-year surveys. - Track participation and engagement rates. **Evaluate Impact on Practice & Student Learning** - Conduct classroom walkthroughs focused on PD strategies in action. - Compare student outcome data (literacy/math benchmarks,	- Provide staff with Tier 2/3 instructional strategies. **Classroom Teachers** - Actively participate in PD and coaching cycles. - Implement learned strategies in classroom practice. - Provide feedback on PD effectiveness and student impact.		progress monitoring). - Improved student engagement and participation, documented by teachers and coaches. **Implementation Fidelity Checks** - Coaches and administrators track follow-through on PD strategies during observations. - PD Design Team reviews implementation data during 3x/year checkpoints. **Celebrations & Recognition** - Staff examples of successful strategy use highlighted at faculty meetings or newsletters. - Shared best practices showcased during PLC, or district presentations.

Bret Harte Elementary School

	attendance, engagement). **Celebrate & Share Growth** - Highlight teacher successes in newsletters, staff meetings, and Family Day updates. - Share PD impact stories with district leadership and the PTA.			

Bret Harte Elementary School

Goal 5c: BHES will implement a tailored professional development framework, collaboratively designed with staff through LMC committee input and staff surveys, to ensure 100% of professional learning sessions are aligned with the specific needs of teachers' roles. Progress will be measured through	**Conduct Staff Needs Assessment** - Distribute surveys and hold focus groups to identify role-specific PD priorities. - Analyze student data and classroom observations to align PD with instructional needs.	**Building Principal** Will hold meetings every other month to ascertain what retention strategies can be replicated and what is not working and can be abandoned.	**Full implementation by June 2027** **Data reviews three times per year**: December 2026, March 2027, and June 2027	**Celebrations & Recognition** - Staff examples of successful strategy use highlighted at faculty meetings or newsletters. - Shared best practices showcased during PLC, or district presentations.

Bret Harte Elementary School

staff feedback surveys, PLC reflections, and classroom implementation checks, with at least 85% of staff reporting that PD directly supports their practice and student learning outcomes.	**Form a Collaborative PD Design Team (LMC & SCIP)** - Include grade-level reps, specialists, and support staff voices. - Meet regularly to co-design PD themes, schedules, and formats. **Develop a Tailored PD Calendar** - Build a yearlong framework that balances district initiatives with school-specific needs. - Ensure sessions align with BHES committees (Literacy, Math, Culture & Climate, etc.). **Differentiate PD Delivery** - Offer options (workshops, PLCs, peer observations, coaching cycles, online modules). - Create role-specific pathways (e.g., general education, BSI, educational assistants). **Provide Ongoing Coaching & Support**			

Bret Harte Elementary School

	- Integrate follow-up coaching into PD cycle for classroom application. **Monitor & Gather Feedback** - Use exit tickets, PLC reflections, and mid-year surveys. - Track participation and engagement rates. **Evaluate Impact on Practice & Student Learning** - Compare student outcome data (literacy/math benchmarks, attendance, engagement). **Celebrate & Share Growth** - Highlight teacher successes in newsletters, staff meetings, and Family Day updates. - Share PD impact stories with district leadership and the PTA.	**Building Principal** - Provide overall leadership and vision. - Ensure alignment with district priorities and BHES's School Improvement Plan. - Allocate resources (time, budget, staffing) for PD implementation. **Math Coach** **-**Lead math-specific PD sessions (Eureka Squared, interventions, data use). - Model instructional practices and support coaching cycles. -Collaborate with grade-level teams on math implementation. **Literacy Coach** - Facilitate CKLA and literacy-focused PD.		**Staff Feedback & Surveys** - ≥85% of staff report PD sessions directly supporting

Bret Harte Elementary School

		- Provide modeling, co-teaching, and resource support. - Track and report implementation progress in literacy classrooms. **MTSS Intervention Team** (BSI teachers, counselor, MTSS support) - Share student performance data to guide PD priorities. - Align intervention strategies with PD outcomes. - Provide staff with Tier 2/3 instructional strategies. **Classroom Teachers** - Actively participate in PD and coaching cycles. - Implement learned strategies in classroom practice. - Provide feedback on PD effectiveness and student impact.		their instructional practice. - Increased satisfaction with PD relevance and differentiation. **Classroom Walkthrough Data** - Observable increase in use of strategies introduced during PD (e.g., CKLA engagement, Eureka Math engagement, MTSS interventions). - Consistent alignment of instructional practices across grade levels. **PLC & Coaching Reflections** - Teachers share evidence of implementation (lesson plans, student work samples). - Increased collaboration noted in PLC agendas and reflections. **Student Outcomes** - Growth in benchmark data (literacy, math, MTSS progress monitoring).

Bret Harte Elementary School

				- Improved student engagement and participation, documented by teachers and coaches. **Implementation Fidelity Checks** - Coaches and administrators track follow-through on PD strategies during observations. - PD Design Team reviews implementation data during 3x/year checkpoints. **Celebrations & Recognition** - Staff examples of successful strategy use highlighted at faculty meetings or newsletters. - Shared best practices showcased during PLC, Title 1 PD days or district presentations.