CHERRY HILL PUBLIC SCHOOLS
SMART GOALS
2026 - 2027
Joseph D. Sharp Elementary School

STUDENT WELLNESS

Priority 1: ACADEMIC Achievement and Outcomes

AIMS and GOALS:

To enhance the quality of the district's preschool program, ensuring alignment with state early childhood education standards.

Goal 1a: CHPS will strategically expand the preschool program in alignment with available Preschool Expansion Aid (PEA) funding to ensure access to high-quality early education opportunities for all eligible students.

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.**: Increase overall math proficiency by 2% for grades 3-5 on state assessments for the 2026-2027 school year. Each subgroup—Multilingual Learners, Students with IEPs, and Free/Reduced	**Strengthen Core Instruction** -Implement consistent use of high-quality math curriculum Eureka Math² with fidelity. -Increase use of math discourse, problem-solving strategies, and engagement across grades 3–5.	**Building Principal** - Provide overall leadership and vision. - Ensure alignment with district priorities and Sharp's School Improvement Plan. - Allocate resources (time, budget, staffing)	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 (discourse, small groups, scaffolds).

Lunch students—will each increase by at least 1%.	Use of Equip to determine gaps for all students as they begin each unit (focus on subgroup performance) -Provide scaffolds and sentence frames to support Multilingual Learners in explaining math thinking. **Targeted Interventions** -Use benchmark and formative assessment data to identify students for Tier 2&3 math interventions. -Monitor subgroup growth through three data review cycles (fall, winter, spring). **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** -Incorporate real-world math tasks, games, and project-	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 Team** - Share student performance data to guide PD priorities. - Align intervention strategies with PD outcomes. - Provide staff with Tier 2 instructional strategies to classroom teachers. -Work with classroom teachers to move students between Tier 1-3 -Work with classroom teachers		-PLC notes documenting data use and instructional 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. **Interventions & Supports** -Progress monitoring from MTSS Tier 2 &3 math groups. -Work samples or subgroup data showing improved problem-solving.

	based learning to make math meaningful. -Use student goal-setting and self-reflection trackers so learners take ownership of progress. -Provide student voice opportunities (surveys or reflections) to adjust practices for motivation and relevance. **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** -Share resources for families to support math at home.	to update families about MTSS math supports for Sharp students **Teachers** - Actively participate in PD and coaching cycles. - Implement learned strategies in classroom practice. - Provide feedback on PD effectiveness and student impact. -Work on enhancing Tier 1 & Tier 2 math strategies.		

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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 **Goal 1ci**: Increase the percentage by 2% of students in grades 3- 5 from meeting or exceeding expectations on the NJSLA for the 2026-2027 school year. Each subgroup—Multilingual Learners, Students with IEPs, and Free/Reduced Lunch students—will each increase by at least 1%.	**Strengthen Core Instruction** -Implement Core Knowledge Language Arts (CKLA) 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 2&3 literacy support. -Provide differentiated small-group instruction aligned to individual student needs (decoding, fluency, comprehension, writing). -Monitor subgroup progress during three data review cycles (fall, winter, spring) and adjust interventions	**Building Principal** - Provide overall leadership and vision. - Ensure alignment with district priorities and Barton's School Improvement Plan. - Allocate resources (time, budget, staffing) for PD implementation. **Literacy Coach** - Facilitate CKLA and literacy-focused PD. - Provide modeling, co-	**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. -Subgroup progress (Multilingual Learners, Students with IEPs, Free/Reduced Lunch students) showing at least a 1% gain. -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 inquiry, discussion, and engagement with complex texts. **Intervention & Support Evidence** -Progress monitoring records from Tier 2&3 supports showing improvement in fluency, comprehension, and writing. -Evidence of differentiated supports tailored

	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. -Facilitate peer observations and coaching cycles centered on CKLA delivery, writing instruction, and literacy best practices. **-Student Engagement in Literacy** -Increase student ownership of learning through strategies that spark 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.	teaching, and resource support. - Track and report implement ation progress in literacy classrooms . **MTSS Team** - Share student performan ce data to guide PD priorities. - Align interventio n strategies with PD outcomes. - Provide staff with Tier 2&3 instruction al strategies. **Teachers** - Actively participate in PD and coaching cycles.		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 indicating increased confidence in reading and writing. -Celebrations 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.

	-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** -Share updates with families on student progress and highlight strategies used in CKLA.	- Implement learned strategies in classroom practice. - Provide feedback on PD effectiveness and student impact.		

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Priority 2: Operational Excellence

AIMS and GOALS: Maximize the utilization of district resources by effectively balancing student enrollment at the elementary level.

Goal 2b. By 2030, Cherry Hill Public Schools will ensure that schools experiencing increased elementary class sizes are supported through equitable and strategic allocation of resources, staffing, and instructional supports to maintain high-quality learning environments for each student.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Goal 2b. By 2030, Cherry Hill Public Schools will ensure that schools experiencing increased elementary class sizes are supported through equitable and strategic allocation of resources, staffing, and instructional supports to maintain high-quality learning environments for each student.	Create grade-level action plans to address increased class sizes (as appropriate). Share the plan with the Director of Elementary Education. The plan will consist of the following information: I. Use the building schedule and all available staff to provide targeted supports for grade level sections who have increases within class size. II. Monitor the capacity and effectiveness of supports III. Enlist the support of C&I, Special Education, Student Services, ESL, NJTSS/MTSS to provide ongoing professional development IV. Use quarterly formative and summative student assessments measures to evaluate the effectiveness of the targeted supports and professional learning. Provide periodic updates for families using one way and two way communication platforms.	Building Principal Classroom teachers Literacy Teacher Coaches, Math Coaches, Interventionists, School Counselor, Child Study Team member, Educational Assistants Director of Elementary Education Office of the Director of Elementary Education, Special Education, ESL, C&I, Student Services	The plan will be shared by October 1st Ongoing monitoring of the plan elements will be from October to May Enlisting support from external offices will take place on a quarterly basis	Grade level beginning, middle and end of the year ELA Universal Screening data as compared to the two preceding years. Eureka Math Squared Formative Assessment evaluation NJTSS/MTSS student evaluations Two-way communication with families. Increased confidence in support plans as voiced by families.

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness

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Increase each student's science proficiency by strengthening K-12 instructional practices **Goal 2di**: Increase the percentage of grade 5 students meeting or exceeding expectations on the NJSLA-Science by 2%. Each subgroup—Multilingual Learners, Students with IEPs, and Free/Reduced Lunch students—will each increase by at least 1%.	**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** -Use assessments to provide scaffolds and additional support for Multilingual 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.	**Building Principal** -Provide overall leadership and vision. -Ensure alignment with district priorities. Allocate resources (time, budget, scheduling) for science instruction and professional 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. Provide targeted support and scaffolds for Multilingual Learners, Students with IEPs, and Free/Reduced	**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 adjust instruction.

	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.	Lunch students. Engage students in hands-on, real-world learning experiences that build scientific reasoning.		

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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.

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:** Align all MTSS systems and protocols to ensure that academic, social-emotional, behavioral and chronic absenteeism supports are aligned to student needs. Strengthen Tier I instruction, intensify and monitor Tier II/III interventions, and implement data-driven cycles of review to provide consistent, equitable support.	**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 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, Genesis Data on Chronic Absenteeism).	**Building Principal** Provide leadership, align MTSS overhaul to district goals and allocate resources for staffing, training, and materials. **Academic Coaches** Coordinate MTSS Meeting Dates and Intervention Cycles, Monitor building benchmark data **MTSS Team:** Lead system redesign, guide data analysis cycles, document interventions, and oversee progress monitoring. **Classroom Teachers:** Implement Tier I best	**September–October 2026:** Revise MTSS protocols and train staff. **October 2026:** Fall MTSS data review cycle. **January 2027:** Winter MTSS data review cycle. **April 2027:** Spring MTSS data review cycle.	**Student Data Growth:** Increased percentage of students meeting or exceeding benchmarks in mCLASS, math benchmarks, and NJSLA. **Tiered Support Impact:** Reduction in number of students requiring Tier III interventions, with more needs 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.

	-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 Interventions** -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 demonstrating social-emotional needs. -Work to support students and families with 10 or more absences in order to avoid chronic absenteeism. -Track subgroup progress (Multilingual Learners, Students with IEPs, Free/Reduced Lunch) to ensure equity in access and outcomes. **Professional Development** -Provide staff training on MTSS structures, use of data, evidence-based interventions, and SEL support and chronic absenteeism support. -Embed PD into PLCs focused on data analysis, student case studies, and intervention planning.	practices, collect ongoing data, deliver Tier II interventions, and collaborate with the team. **Counselors/Support Staff:** Provide SEL interventions,chronic absenteeism supports and, behavior supports, and connect families to external services when needed.	**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 development on MTSS and intervention strategies. **June 2027:** End-of-year review of MTSS effectiveness and student outcomes.	**SEL/Behavior Outcomes:** Decrease in major behavior incidents and evidence of improved student regulation through SEL supports. **Equity Measures:** Subgroup data (MLs, IEPs, Free/Reduced Lunch) showing at least 1% growth in students effectively supported. **Stakeholder Feedback:** Positive feedback from staff, students, and families on the alignment and effectiveness of supports.

Goal 3b: By June 2027, student data will reflect an increase in the percentage of time students with IEPs engage and succeed in less restrictive educational environments.	**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. **Collaboration & Communication** With case manager, related service providers and staff to facilitate least restrictive environments (LRE) for LLD students.	**Building Principal, Case Manager, Related Services, Classroom Teachers** Will review LLD student data to establish rules for students taking advantage of LRE.	**Monthly starting in October 2026-May 2027**	**Comparison/contrast with 2025-2026 LRE rates for LLD students versus 2026-2027 LRE rates**

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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**: Sharp Elementary will sustain a fully functioning Labor Management Collaborative (LMC) team that meets monthly, includes representatives from all labor titles, and sets and achieves clear, measurable goals aligned to the school goals.	**Strengthen School Climate & Safety** -Implement building-wide LMC initiatives that promote physical and emotional safety (restorative practices, SEL integration, recognition programs). -Provide PD on 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	**October 2026:** LMC sets annual goals (wellness, communication, climate). **December 2026: Check-in #1** – Review LMC progress, and initiate staff wellness activity.	**Sustain & Strengthen LMC (Year 3 Focus)** -Hold monthly LMC meetings with clear agendas, minutes, and action steps. -Ensure representation from all labor titles and use LMC as a platform for collaborative problem-solving. -Monitor progress toward LMC goals in staff wellness, communication, and workload balance. -Share updates with staff to maintain

		and maintain transparency. -Problem-solve collaboratively and provide recommendations for improvement. **Building Principal** -Ensure LMC goals align with the School Improvement Plan.	**March 2027: Check-in #2** – Mid-year review of LMC climate initiatives **June 2027: Check-in #3 / End-of-Year Review** – LMC report on goal attainment.	transparency and build trust. -Expand staff wellness initiatives (recognition programs, wellness days, morale boosters). **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 Sharp's Schools Goals -Adjust strategies based on staff, student, and family feedback to ensure continuous improvement.

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 4c**: Sharp Elementary will cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-	**Increase Family Engagement** -Host curriculum nights and workshops that promote collaboration between home and school. -Enhance communication systems	**Building Principal** -Provide overall leadership for climate and family engagement. -Allocate resources to support SEL initiatives and staff wellness.	**September 2026:** Launch of SEL/character values theme; LMC sets annual goals (wellness, communication, climate).	**Enhance School Climate & Safety** -Implement building-wide initiatives that promote physical and emotional safety. -Provide staff PD on classroom management strategies and inclusive practices.

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 schoolwide initiatives that strengthen climate and family engagement.	(newsletters, multilingual outreach, parent feedback loops). **Elevate Student Voice** -Expand opportunities for student leadership at all grade levels. -Increase recognition programs to celebrate student contributions.	**School Counselor** -Second Step implementation -Support restorative practices and student interpersonal relationship-building. -Coordinate wellness initiatives for staff and families. **Classroom Teachers:** -Integrate SEL/character value lessons into daily routines. -Promote student voice and recognition programs. -Communicate with families and model positive climate practices. Student Leaders -Participate in *Student Voice Roundtables*. -Model SEL/character values and promote positive peer relationships. **Family Engagement**	**December 2026: Check-in #1** – Review LMC progress, celebrate SEL/character values with recognition events, initiate staff wellness activity. **March 2027: Check-in #2** – Mid-year review of climate/family engagement initiatives; showcase SEL/character values through student activities. **June 2027: Check-in #3 / End-of-Year Review** – Final recognition of SEL/character growth, staff wellness initiative, and LMC report on goal attainment.	**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. **Increase Family Engagement** -Provide multilingual communication to ensure equitable access for all families. -Use feedback from families to shape engagement strategies and address areas of need. **Elevate Student Voice & Engagement** -Expand opportunities for student input through Student Voice Roundtables, and Student Clubs. -Celebrate student contributions through recognition programs. -Provide platforms for students to help design climate-building

		-Provide feedback to strengthen family-school partnerships.		activities and propose solutions.

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 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.

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. **Goal 5b: Joseph D. Sharp** will create a supportive work environment characterized by trust, collaboration, and high levels of support by leveraging the LMC, Liaison, and increasing CHEA partnership based on staff survey results from the 2025-26 NJSCI survey. Progress will be measured through LMC and Liaison feedback, and retention data, with at least 85% of staff willing to continue at Sharp for the following year.	Create an action plan to address the feedback provided by staff in the survey. The plan will consist of the following information: I. Increase communication with staff about upcoming events and deadlines. II. Cascade information in a timely manner. III. Address behavior concerns in a timely manner IV. Provide PD that the teachers feel a need for. Teachers have expressed a need to learn more about Restorative Practices and Second Step Program to support students with their SEL	Building Principal Classroom teachers Literacy Teacher Coaches, Math Coaches, Interventionists, School Counselor, Child Study Team member, Educational Assistants	**Full implementation by June 2027** **Data reviews three times per year**: December 2026, March 2027, and June 2027	**Staff Feedback & Surveys** - ≥ 85% of staff retained. - An improvement in the areas we worked on in the NJSCI survey **Classroom Walkthrough Data** - Observable increase in use of strategies introduced during PD (e.g., CKLA engagement, Eureka Math engagement, MTSS interventions). - Consistent alignment of

Goal 5c: Sharp Elementary 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 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.	Help create a sense of belonging and community by creating warm and inviting communal spaces for staff. **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. **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**	Office of the Director of Elementary Education, Special Education, ESL, C&I, Student Services **Building Principal** - Provide overall leadership and vision. - Ensure alignment with district priorities and Stockton's School Improvement Plan. - Allocate resources (time, budget, staffing) for PD implementation. **Math Coach**	**Full implementation by June 2027** **Data reviews three times per year**: December 2026, March 2027, and June 2027	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). - Improved student engagement and participation, documented by teachers and coaches. Improved school attendance from students who are considered to be chronically absent. **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.

	- Build a yearlong framework that balances district initiatives with school-specific needs. - Ensure sessions align with Sharp committees (Literacy, Character Ed, Access & Opportunity, etc.). **Differentiate PD Delivery** - Offer options (workshops, PLCs, peer observations, coaching cycles, online modules). - Create role-specific pathways (e.g., general education, Special 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.	-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.		- Shared best practices showcased during PLC, or district presentations.

	- 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, attendance, engagement). **Celebrate & Share Growth** - Highlight teacher successes in newsletters, staff meetings, and other updates. - Share PD impact stories with district leadership and the PTA.	- Align intervention strategies with PD outcomes. - Provide staff with Tier 2/3 instructional strategies. -Provide staff with PD on supporting students and families through concerns about chronic absenteeism **Classroom Teachers** - Actively participate in PD and coaching cycles. - Implement learned strategies in classroom practice. - Provide feedback on PD effectiveness and student impact.		