CHERRY HILL PUBLIC SCHOOLS
SMART GOALS
2026-2027

Clara Barton Elementary School

Priority 1: ACADEMIC Achievement and Outcomes

AIMS and GOALS:

1b: Increase each student's math proficiency by strengthening K-12 instructional practices.
-Goal 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.

1c: Increase each student's literacy proficiency by strengthening K-12 instructional practices.
-Goal 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 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.

1d: Improve student science proficiency by strengthening K-12 instructional practices.
-Goa By 2030, the district will achieve a 5% increase in science proficiency across grades 3-11 on state assessments for all students.
-Goal 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, Students with IEPs, and Free/Reduced Lunch	**Strengthen Core Instruction** -Relaunch the I&E block with clearly defined expectations, targeted student groupings, and aligned instructional resources to provide consistent opportunities for intervention, enrichment, and extension based on student data.	**Building Principal (Dr. Kizee)** - Provide overall leadership and vision. - Ensure alignment with district priorities and Barton's School Improvement Plan.	**Continue implementation through 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 2% growth in targeted subgroups. -Growth on district benchmarks and common unit assessments. **Instructional Practice** -Walkthrough/observation data showing stronger math practices

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students—will each increase by at least 2%. **Grade 3 Math**: By June 2027, Grade 3 students will increase proficiency on the identified priority math domain,**Operations and Algebraic Thinking by 2%**, with each subgroup (MLs, IEPs, Free/Reduced Lunch) increasing by at least 2%. **Grade 4 Math**: By June 2027, Grade 4 will increase proficiency on the identified priority math domain, **Number and Operations in Base Ten,** by 2%, with each subgroup (MLs, IEPs, Free/Reduced Lunch) increasing by at least 2%. **Grade 5 Math**: By June 2027, Grade 5 students will increase proficiency on the identified priority math domain, **Number and Operations - Fractions** by 2%, with each subgroup (MLs, IEPs, Free/Reduced Lunch) increasing by at least 2%.	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. -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 II/III math interventions. -Provide small-group instruction and targeted support for Students with IEPs and Free/Reduced Lunch students. -Monitor subgroup growth through three data review cycles (fall, winter, spring). **Professional Development & PLCs** -Offer math PD on best I&E practices (e.g., number talks, math discourse, engagement).	- Allocate resources (time, budget, staffing) for PD implementation. **Assistant Principal (Mrs. Diaz-Bass)** - Support coordination of PD sessions. - Monitor participation and provide feedback during walkthroughs. - Serve as liaison between staff, district supervisors, and administration. **Math Coach** - Lead math-specific PD sessions (Eureka Squared, interventions, data use). - Model instructional practices and support coaching cycles.		(discourse, small groups, scaffolds). -PLC notes documenting data use and instructional planning. **Interventions & Supports** -Progress monitoring from Title I/MTSS math groups. -Work samples or subgroup data showing improved problem-solving. **Monitoring & Accountability** -Three data reviews per year with documented action steps. -Disaggregated reports showing subgroup progress.

	-Use PLC time to analyze math data, adjust instruction, and share effective strategies. Conduct peer observations and model math lessons focused on reasoning and fluency. **Student Engagement in Math** -Incorporate real-world math tasks, games, and project-based learning to make math meaningful. -Use student goal-setting and self-reflection trackers so learners take ownership of progress. -Celebrate math growth through recognition programs ("Taco Tuesday"). -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.	-Collaborate with grade-level teams on math implementation. **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. - Provide feedback on PD		

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	-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.	effectiveness and student impact.		
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 fifth-grade students scoring at Level 4 or above (meeting or exceeding expectations) on the NJSLA will increase by 2 percentage points from the Spring 2026 baseline. By Spring 2027, the percentage of fifth-grade	**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.	**Building Principal (Dr. Kizee)** - Provide overall leadership and vision. - Ensure alignment with district priorities and Barton's School Improvement Plan. - Allocate resources (time, budget, staffing) for PD implementation.	**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 2% gain. -Improved performance on NJSLA ELA, particularly in identified priority

economically disadvantaged students scoring at Level 4 or above (meeting or exceeding expectations) on the NJSLA will increase by 2 percentage points from the Spring 2026 baseline. **ELA Goals (Grades 3–5)** **Grade 3 ELA:** By June 2027, Grade 3 students will increase proficiency on the identified priority ELA standard, **RL.TS.3.4**, by 2 percentage points from the 2026 baseline, with each student subgroup increasing by at least 1 percentage point. **Grade 4 ELA:** By June 2027, Grade 4 students will increase proficiency on the identified priority ELA standard, **RL.TS.4.4**, by 2 percentage points from the 2026 baseline, with each student subgroup increasing by at least 1 percentage point. **Grade 5 ELA:** By June 2027,	-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 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. -Facilitate peer observations and coaching cycles centered on CKLA	**Assistant Principal (Mrs. Diaz-Bass)** - Support coordination of PD sessions. - Monitor participation and provide feedback during walkthroughs. - Serve as liaison between staff, district supervisors, and administration **Literacy Coach (Mrs. Collins)** - 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)		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 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.

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Grade 5 students will increase proficiency on the identified priority ELA standard, **RI.AA.5.7**, by 2 percentage points from the 2026 baseline, with each student subgroup increasing by at least 1 percentage point.	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. -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 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. - Provide feedback on PD effectiveness and student impact.		**Stakeholder Engagement** -Student reflections or surveys indicating increased confidence in reading and writing. -Family participation in literacy 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.

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	-Host literacy family nights to model strategies that support fluency, comprehension, and writing at home. -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 By Spring 2027, the percentage of 5th grade students scoring at Level 3 or Level 4 on the New Jersey State Science Assessment will increase from 28% (27/95 students in 2024–25) to 30% (23/78 students in 2025–26), with growth primarily coming from students currently performing at Level 2 (nearing expectations).	**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**	**Building Principal (Dr. Kizee)** -Provide overall leadership and vision. -Ensure alignment with district priorities and Barton's School Improvement Plan. Allocate resources (time, budget, scheduling) for science instruction	**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 a 2% 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**

Each subgroup—Multilingual Learners, Students with IEPs, and Free/Reduced Lunch students—will each increase by at least 2%.	-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 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.	and professional development. **Assistant Principal (Mrs. Diaz-Bass)** -Support coordination of professional learning sessions. -Monitor classroom implementation and provide feedback during walkthroughs. -Serve as liaison between staff, district supervisors, and administration. **Classroom Teachers (Grades 3–5)** -Deliver NJSLS-aligned science instruction with inquiry-based practices.		**-**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.

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

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.

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SMART GOAL/ Major Activities	Key Actions			
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 Eduction, 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. V. 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.

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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.

Goal 3b: By 2030, student data will reflect an increase in the percentage of time students with IEPs 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:** Conduct an overhaul of the MTSS system and protocols to ensure that academic, social-emotional, and behavioral 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. **Chronic Absenteeism**: By June 2027, Clara Barton Elementary will reduce the percentage of	**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	**Building Principal (Dr. Kizee):** Provide leadership, align MTSS overhaul to SIP, allocate resources for staffing, training, and materials. **Assistant Principal (Mrs. Diaz-Bass):** Supervise the MTSS Team, Monitor MTSS meetings, Monitor fidelity	**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. **September 2026 – June 2027:** Implement	**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

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students who are chronically absent (missing 10% or more of school days) from 14% to 12%, as measured by the New Jersey School Performance Report, through early monitoring and family engagement. **Goal 3b**: By June 2027, Clara Barton Elementary School will successfully implement a new first-grade inclusion section to increase the time students with IEPs engage and succeed in a less restrictive educational environment, as measured by student participation, progress toward IEP goals, and academic performance data.	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 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. -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-	through walkthroughs, serve as liaison with district supervisors. **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	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.	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. **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. **Evidence of Effectiveness – Chronic Absenteeism** 1. **Data Tracking** ○ Attendance rates will be monitored monthly, with progress shared

	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. **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	Tier I best practices, collect ongoing data, deliver Tier II interventions, and collaborate with the team. **Counselors/Support Staff:** Provide SEL interventions, behavior supports, and connect families to external services when needed Attendance: .As part of the attendance plan, Ms. O'Neill, our school counselor, will monitor weekly attendance data, conduct student and family check-ins, and		in school leadership meetings. A reduction in the chronic 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.

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	issues. • **Hold Tier 3 family conferences** with the 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 (Eagle Feathers, 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**	coordinate tiered supports in alignment with district protocols to reduce chronic absenteeism.		3. **Family & Engagement Indicators** ○ Increased family participation in attendance meetings and consistent documentation of interventions (letters, calls, conferences) will demonstrate that supports are being implemented with fidelity.

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	and share updates at school leadership meetings.			

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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: To ensure access to mental health, academic and behavioral support.

Goal 4b. By 2030, establish a comprehensive database to track information about students receiving academic, mental health, and behavioral support to enhance the availability and coordination of services provided to students.

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**: Clara Barton Elementary 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 maintain transparency.	**September 2026:** Launch of Family Day with SEL/character values theme; LMC sets annual goals (wellness, communication, climate). **December 2026: Check-in #1** – Review LMC progress,	**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,

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clear, measurable goals aligned to the School Improvement Plan. **Goal 4b:**By June 2027, Clara Barton Elementary School will strengthen its MTSS data-tracking system to document and monitor the academic, mental health, and behavioral supports students receive, improving the coordination of services and supporting timely, data-informed decisions.	**Increase Family Engagement** -Host Family Days, curriculum nights, and workshops that promote collaboration between home and school. -Enhance communication systems (newsletters, multilingual outreach, parent feedback loops). **Elevate Student Voice** -Expand opportunities for student leadership (student council, climate ambassadors, Collage Club). -Increase recognition programs (Eagle Feathers, Eagle Honor, "We Are Resilient" events) to celebrate student contributions.	-Problem-solve collaboratively and provide recommendations for improvement. **Building Principal (Dr. Kizee):** -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. **Assistant Principal (Mrs. Diaz-Bass):** -Co-facilitate LMC meetings and track progress. -Support implementation of SEL/character value lessons and	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 and Family Day. **June 2027: Check-in #3 / End-of-Year Review** – Final Family Day, recognition of SEL/character growth, staff wellness initiative, and LMC report on goal attainment.	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,

		recognition programs. -Coordinate communication with staff, students, and families. **Counselor/SEL Team:** -Lead *Eagles Nest Circles* and SEL small groups. -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 engagement in		empathy, and teamwork. -Partner with Coach Hines and other mentors to build positive student connections and model resilience. **Increase Family Engagement** -Host Family Days, curriculum nights, and workshops to strengthen family-school partnerships. -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 Eagles Nest Circles, Student Voice Roundtables, and Student Clubs. -Celebrate student contributions through recognition programs (Eagle Feathers, Eagle Honor, "We

		Family Days, clubs, and recognition programs. -Communicate with families and model positive climate practices. Student Leaders (Student Voice, Eagle Ambassadors, Clubs): -Participate in *Student Voice Roundtables* and *Eagles Nest Circles*. -Model SEL/character values and promote positive peer relationships. **PTA/Family Leaders:** -Partner in planning and supporting Family Days and engagement events.		Are Resilient" events). -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 Barton's School Improvement Plan- Goals. -Adjust strategies based on staff, student, and family feedback to ensure continuous improvement.

		-Provide feedback to strengthen family-school partnerships.		

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:** By June 2027, Clara Barton Elementary School will strengthen staff trust, collaboration, and support by implementing monthly opportunities for staff recognition, collaboration, and feedback,	**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	**Building Principal (Dr. Kizee)** - Provide overall leadership and vision. - Ensure alignment with district priorities and Barton's School Improvement Plan. - Allocate resources (time, budget, staffing) for PD implementation.	**Full implementation by June 2027** **Data reviews three times per year**: December 2026, March 2027, and June 2027	**Staff Feedback & Surveys** - ≥85% of staff report PD sessions directly supporting their instructional practice. - Increased satisfaction with PD relevance and differentiation. **Classroom Walkthrough**

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resulting in at least 95% staff retention and an increase in positive responses on the annual staff climate survey. **Goal 5c:** Clara Barton 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.	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 Barton committees (Literacy, Math, STEM, 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,	**Assistant Principal (Mrs. Diaz-Bass)** - Support coordination of PD sessions. - Monitor participation and provide feedback during walkthroughs. - Serve as liaison between staff, district supervisors, and administration. **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)		**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). - Improved student engagement and participation, documented by teachers and coaches.

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	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, attendance, engagement).	- 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.		**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.

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