

2025-2026 DISTRICT GOALS

PRIORITY 1: ACADEMIC ACHIEVEMENT AND OUTCOMES

Aim PreK	To enhance the quality of the district's preschool program, ensuring alignment with state early childhood education standards.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
Goal PreK: 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.	- Recruit and train highly qualified staff to ensure professional, standards-aligned teaching in all classrooms. - Provide resources that support diverse learning styles, including hands-on activities, social-emotional learning, and language development tools. - Engage and collaborate with the community through family sessions, partnerships, and ongoing feedback opportunities. - Allocate resources efficiently to meet the program's operational and educational needs. - Equip classrooms with age-appropriate furniture, materials, and technology to support high-quality learning environments. - Offer transitional support for students to ensure a smooth adjustment to preschool routines and expectations. - Continue to collaborate with special education stakeholders to enhance the program as an intervention for early learners with identified needs.	KPI 1: Successfully open 16 new preschool classrooms (i.e. Kilmer Elementary and Malberg ECC) to accommodate the district's growing preschool population. KPI 2: Hire and onboard 16 certified early childhood teachers and support staff by December 2025 to ensure all classrooms are fully staffed. KPI 3: Equip 100% of new classrooms with age-appropriate materials, furniture, and technology by January 5, 2026, to ensure a high-quality learning environment for all students. KPI 4: Conduct transitional programs for at least 90% of new preschool students, such as orientation days and meet-the-teacher events, before the start of the academic year.

Aim 1a	Increase each student's math proficiency by strengthening K-12 instructional practices.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 1ai: 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 1aii: 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.	- Ensure all schools prioritize mathematics achievement by incorporating data-driven discussions into regular meetings. - Require all schools to include mathematics data review as a standing agenda item in at least one faculty, PLC, or department meeting per month. - All schools will participate in comprehensive quarterly data review sessions utilizing mathematical data from prior years' standardized testing, as well as current local assessment data. - Require schools to develop actionable plans based on data analysis, with a focus on differentiated instruction tailored to student needs. - Monitor participation rates on district benchmark assessments in real-time and provide regular updates to schools, celebrating successes and addressing challenges. - Ensure that staff have the tools and skills needed to use data effectively. - Track and report the annual percentage of Grade 8 students who successfully complete Algebra 1 with a passing grade, establishing a baseline this year and aiming for year-over-year growth.	KPI 1: 90% of all students will participate in district benchmark assessments during each testing window. KPI 2: Achieve a 5% annual increase in math proficiency among grade level cohorts as measured by district benchmark assessments. KPI 3: Establish a baseline percentage in Year 1 and set targets to achieve consistent, measurable growth in the percentage of students successfully completing Algebra 1 by Grade 8 in subsequent years.

2025-2026 DISTRICT GOALS

Aim 1b	Increase each student's literacy proficiency by strengthening K-12 instructional practices.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 1bi: 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 2bii: 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.	• Ensure all schools prioritize literacy achievement by incorporating data-driven discussions into regular meetings. • Require all schools to include literacy data review as a standing agenda item in at least one faculty, PLC, or department meeting per month. • All schools will participate in comprehensive quarterly data review sessions utilizing literacy data from prior years' standardized testing, as well as current local assessment data. • Require schools to develop actionable plans based on data analysis, with a focus on differentiated instruction tailored to student needs. • Monitor participation rates on district benchmark assessments in real-time and provide regular updates to schools, celebrating successes and addressing challenges. • Ensure that staff have the tools and skills needed to use data effectively. • Track and report the annual percentage of Grade 8 students who successfully demonstrate readiness for high school literacy coursework by the end of the year.	KPI 1: 90% of all students will participate in district benchmark assessments during each testing window. KPI 2: Achieve a 5% annual increase in literacy proficiency among grade level cohorts as measured by district benchmark assessments. KPI 3: Establish a baseline percentage in Year 1 and set targets to achieve consistent, measurable growth in the percentage of students successfully demonstrating readiness for high school literacy coursework by the end of 8th grade.

Aim 1c	Improve student science proficiency by strengthening K-12 instructional practices.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 2ci: By 2030, the district will achieve a 5% increase in science proficiency across grades 3-11 on state assessments 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 science skills.	• Ensure all schools prioritize science achievement by incorporating data-driven discussions into regular meetings. • Require all schools to include science data review as a standing agenda item in at least one faculty, PLC, or department meeting per month. • All schools will participate in comprehensive quarterly data review sessions utilizing current and historical data. • Require schools to develop actionable plans based on data analysis, with a focus on targeted interventions for struggling students. • Monitor participation rates on district benchmark assessments in real-time and provide regular updates to schools, celebrating successes and addressing challenges. • Ensure that staff have the tools and skills needed to use data effectively.	KPI 1: Achieve a 5% annual increase in science proficiency across grades 3-11 on state assessments. KPI 2: Ensure at least 80% of students meet or exceed their individual growth targets in science, as outlined in the Annual Targets of School Performance Reports. KPI 3: Publish and share a district-wide science assessment calendar with all stakeholders by the first month of the academic year to ensure alignment and accountability.

2025-2026 DISTRICT GOALS

Aim 1d	Increase the percentage of students accessing experiential learning opportunities.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 1d: By 2030, 25% of all Cherry Hill graduates will have completed an experiential learning opportunity or coursework aligned to their post-secondary interests.	- Identify and map existing partnerships with businesses, community agencies, and universities to understand current opportunities available to students. - Develop a formalized process for onboarding new partners, including clear expectations, roles, and benefits for both students and partners. - Create a centralized online platform to showcase experiential learning opportunities, including internships, job shadowing, service-learning projects, and specialized coursework. - Develop and implement a system to track student participation in experiential learning opportunities, including demographic data to ensure inclusivity. - Collect feedback from students, parents, and partners to evaluate the quality and impact of the opportunities provided. - Use Year 1 data to identify gaps in access and areas for improvement, informing future planning and expansion. - Build relationships with local businesses, community organizations, and universities to expand the range of opportunities available to students.	KPI 1: Achieve a minimum of 10 new partnerships, with a stretch goal of 20, by the close of the academic year. KPI 2: Ensure that 100% of new partnerships and at least 80% of existing partnerships have executed MOUs by the close of the academic year. KPI 3: The percentage of students participating in experiential learning programs will increase by 5% annually across all high schools within the district KPI 4: Establish baseline participation data by February 2026 and implement at least three targeted support mechanisms (e.g., mentorship programs, transportation assistance, or outreach initiatives) to address barriers.

Aim 1e	Increase the percentage of students able to identify a potential college and/or career pathway.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 1ei: By 2030, 80% of all K-12 students will be able to identify career or college opportunities aligned to their interests and personal profiles. Goal 1eii: By 2030, the district will ensure that 90% of all 12th grade students have an action plan articulating an understanding and options for their individual path.	- CHPS will ensure that the career readiness standards are incorporated in our comprehensive K-12 curricular areas. - Conduct a comprehensive review of the K-12 curriculum to identify gaps and align it with state and national career readiness standards. - Create a district-wide framework with grade-specific milestones, integrating career readiness standards into all subjects through real-world applications and project-based learning. - Train teachers and counselors to effectively incorporate career readiness standards, use career exploration tools, and guide students in creating personalized action plans. - Implement a system to track student participation in career readiness activities.	KPI 1: 90% of the K-12 career standards reviewed, and a gap analysis report will be completed by June 2026. KPI 2: By June 2026, 100% of the high schools will have access to career readiness resources (e.g., lesson plans, digital tools, and professional development materials).

2025-2026 DISTRICT GOALS

PRIORITY 2: OPERATIONAL EXCELLENCE

Aim 2a	Balance operational priorities with fiscal capacity and responsibility. Ensure fiscal responsibility in the district through efficient resource allocation, transparent processes, and long-term financial sustainability.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 2a: By 2030, a majority of parents and community members will indicate a high level of satisfaction with their understanding of the data and information driving Cherry Hill's financial and operational decisions.	- Integrate new data categories into the dashboard, such as student growth metrics, teacher performance indicators, and financial transparency data, using Schoolytics' capabilities. - Improve the clarity and appeal of charts, graphs, and infographics to make the data more engaging and easier to interpret for parents and community members. - Optimize the dashboard for mobile devices and ensure compliance with accessibility standards to make it usable for all community members. - Develop and distribute information to help parents and staff navigate the dashboard and understand the data. - Launch a communication campaign to promote the dashboard and highlight its features and updates. - Establish a consistent update schedule for the dashboard, ensuring that data is refreshed monthly or quarterly to maintain relevance and accuracy. - Use Schoolytics' analytics to track dashboard usage metrics and identify areas for improvement based on user behavior.	KPI 1: The district will create and share at least one form of communication per month aimed at improving communication and transparency. KPI 2: Increase the percentage of stakeholders reporting a clear understanding of operations and budgeting decisions, as reflected in feedback collected through surveys and dashboard engagement tools. KPI 3: Grow the number of unique dashboard users and the average time spent on the platform. KPI 4: Maintain a 90% or higher clean audit rating for financial practices annually, with no major discrepancies or compliance issues, and ensure audit results are accessible on the dashboard. KPI 5: Ensure the dashboard is fully optimized for mobile use and accessibility standards, with users reporting satisfaction with its ease of use and navigation.

Aim 2b	Maximize the utilization of district resources by effectively balancing student enrollment at the elementary level.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 2b: By 2030, CHPS will achieve balanced student distribution and efficient resource utilization across all elementary schools in the district.	- Implementation of a process for elementary redistricting featuring structured meetings and community engagement. - Hold monthly Steering Committee meetings to review data, analyze feedback, and craft proposals. - Launch a district-wide communication campaign by September 2025 to inform families, staff, and stakeholders about the redistricting process. - Community input sessions will be held at HS East (November 2025), HS West (November 2025), and virtually (November 2025). - Hold monthly BOE Elementary Redistricting Committee meetings from October to December 2025 to review progress and refine the proposals. - Finalize the elementary redistricting proposal and present it to the Board of Education by January 2026.	KPI 1: Progress updates for the Board of Education will be delivered in October, November, and December 2025. KPI 2: Community input sessions will be held at HS East (November 2025), HS West (November 2025), and virtually (November 2025). KPI 3: Updates will be shared monthly at the Board action meeting from October to December 2025. KPI 4: The elementary redistricting proposal will be finalized and presented to the Board of Education by January 2026, with the goal of securing Board approval by July 2026.

2025-2026 DISTRICT GOALS

Aim 2c	Maintain and enhance school and district resources (i.e., furniture, technology, etc.) to effectively support student readiness for an evolving global workplace and community.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 2ci: By 2030, the district will have clear systems to ensure resources (i.e. furniture, technology, etc.) that support modern educational practices and meet the needs of each student and each staff member. Goal 2cii: By 2030, the district will successfully complete all Bond construction projects on time and within budget, ensuring alignment with community expectations and district needs.	• Establish a comprehensive reporting mechanism to serve as an ongoing long-range facilities plan for the district, incorporating all district bond work and other facility needs. • Conduct annual Health & Safety Facilities Checklists to ensure all resources, including furniture and technology, support modern educational practices and meet the needs of students and staff. • Generate a comprehensive facilities status report every three years to identify areas requiring attention and guide the long-range facilities plan. • Develop and implement standardized inspection protocols by June 2026 to ensure consistent evaluation and monitoring of all district facilities. • Ensure all facility inspections adhere to the established protocols by January 2026, with compliance reports reviewed annually. • Complete all Bond construction projects on time and within budget, ensuring alignment with community expectations and district needs. • Ensure all facilities, particularly Bond project sites, meet or exceed ADA and safety standards to provide equitable access and safety for all. • Provide accessible and regular updates to the community on the progress and completion of Bond project developments to maintain transparency and trust.	KPI 1: A comprehensive Health & Safety Facilities Checklist will be conducted annually, with reports reviewed and filed within a set timeframe. KPI 2: A comprehensive facilities status report will be generated every three years, detailing areas requiring attention as part of a long-range facilities plan. KPI 3: Standardized inspection protocols will be established by 2026 to ensure consistent evaluation and monitoring of all facilities. KPI 4: All facility inspections will adhere to the established protocols by January 2026, with compliance reports reviewed annually. KPI 5: All facilities, particularly Bond project sites, will meet or exceed ADA and safety standards. KPI 6: Accessible updates on progress and completion will be provided to the community on Bond project developments.

2025-2026 DISTRICT GOALS

PRIORITY 3: ALIGNING STUDENT SUPPORTS TO MIRROR STUDENT NEEDS

Aim 3a	Increase the alignment of student instruction and support to most effectively meet the needs of each child.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
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.	- Conduct program evaluations of classroom practices and interventions designed to support unique student learning needs (i.e., multi-tiered systems of support or MTSS). - Communicate and provide professional development on the district's NJTSS efforts to enhance consistency and impact for all learners. - Identify and Implement Universal Screening assessments to support the early identification of student needs. - Consistently analyze student growth among students receiving interventions to track and report progress and maximize impact.	KPI 1: Student growth within interventions will be tracked and reported twice annually, with clear benchmarks to measure progress. KPI 2: The number of referrals for evaluation will be analyzed and reported quarterly to identify trends and ensure they align with effective NJTSS processes. KPI 3: Reviews of NJTSS implementation will be conducted semi-annually, to assess consistency across schools. KPI 4: Walkthrough data assessing classroom practices for individualized learning during each academic term.

Aim 3b	Foster an inclusive and supportive educational environment that empowers students with IEPs to actively participate and thrive in the least restrictive settings.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
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.	- Ensure professional development in supporting students with learning differences and resource sharing for all school staff to support best practices and consistency across schools. - Target instructional strategies offering personalized support for students. - Conduct a program evaluation to inform improvement for all student support systems and programs. - Leverage family and community engagement to more fully inform and involve families of students with disabilities. - Enhance staff and peer support to increasingly promote inclusion across all schools. - Continue collaboration with SEPAG, a critical stakeholder, by hosting family events, increasing involvement, and providing information.	KPI 1: 100% of all buildings will conduct yearly evaluations. KPI 2: The percentage of educators and staff trained on best inclusion practices will be tracked annually. KPI 3: Roadblocks to inclusive practices will be identified and solutions will be identified. KPI 4: Rate of students and families reporting positive experience for their experiences in inclusive environments. KPI 5: The number of consistent communications sent to families each year. KPI 6: The percentage of families attending informational sessions. KPI 7: The percentage of families attending SEPAG events.

2025-2026 DISTRICT GOALS

PRIORITY 4: CLIMATE & FAMILY ENGAGEMENT

Aim 4a	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.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
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.	• Define clear roles and responsibilities for all members of the Labor Management Collaborative (LMC) teams within each school building, ensuring representation from all labor titles. • Develop a standardized framework for LMC operations, including meeting schedules, decision-making processes, and goal-setting procedures. • Offer ongoing professional development and training sessions to ensure consistency and effectiveness in LMC practices. • Create resources and toolkits to support LMC teams in setting and achieving their goals. • Host quarterly district-wide LMC meetings to foster collaboration, share best practices, and address challenges across schools. • Require each LMC team to set clear, measurable goals at the beginning of each school year. • Implement a system to track progress toward these goals, with regular updates shared at both the school and district levels. • Use data and feedback to evaluate the effectiveness of LMC teams and identify areas for improvement. • Publish quarterly LMC newsletters to highlight major achievements, share updates, and celebrate successes across the district. • Encourage open dialogue between LMC teams, school staff, and district leadership to ensure accountability and transparency in decision-making.	KPI 1: 100% of school-level LMC teams will have defined roles and responsibilities by June 30, 2026. KPI 2: Four district-wide LMC meetings will be held per year, with representation from 100% of schools. KPI 3: At least four LMC newsletters will be published and distributed annually to all district staff, highlighting major achievements. KPI 4: Annual goals will be set by 100% of LMC teams, with progress monitored and reported quarterly.

2025-2026 DISTRICT GOALS

Aim 4a (cont'd)	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.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 4a: By 2030, Cherry Hill Public Schools will create a cross-district student government achieving three annual outcomes, advancing leadership and unity district-wide.	• Establish a clear structure for the cross-district student government, including roles, responsibilities, and representation from all schools. • Define the selection or election process to ensure equitable representation of students from diverse backgrounds and grade levels. • Create a mission statement and set of guiding principles to align the student government's work with district goals and values. • Outline the three annual outcomes the student government will aim to achieve, focusing on leadership development, unity, and meaningful contributions to the district. • Provide leadership training for all student government members, focusing on skills such as communication, decision-making, conflict resolution, and project management. • Assign mentors, such as teachers or district leaders, to guide and support student government members throughout their term. • Equip members with the tools and resources needed to effectively lead efforts and represent their peers. • Schedule regular meetings for the student government to discuss progress, share ideas, and collaborate on district-wide initiatives. • Foster open communication between the student government and district leadership to ensure alignment and support for their goals. • Develop metrics to evaluate the success of the student government, such as the completion of annual outcomes, student engagement levels, and feedback from peers and staff. • Celebrate and recognize the achievements of the student government annually to motivate members and highlight their contributions to the district.	KPI 1: A fully developed framework for the cross-district student government, including roles, responsibilities, and annual outcomes, will be established by the close of the academic year. KPI 2: 90% of student government members will complete leadership training annually. KPI 3: Three measurable annual outcomes will be achieved by the student government, advancing leadership and unity, district wide. KPI 4: Regular updates on student government efforts will be shared with the broader student body and community at least quarterly.

2025-2026 DISTRICT GOALS

Aim 4a (cont'd)	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.	
Goals	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 4aiii: By 2030, Cherry Hill Public Schools will enhance community connections and transparency by providing opportunities for meaningful feedback discussions with the Board of Education and administration.	• Host three annual community feedback forums, with at least two rotating locations to ensure accessibility and inclusiveness. • Publish a yearly forum calendar with clear dates, times, and locations. • Use diverse communication methods to reach a broad audience. • Analyze digital and social media engagement metrics and report findings to the Board of Education in December 2025 and May 2026. • Structure forums to enable meaningful two-way discussions, allowing community feedback and Board responses. • Review community input within one month of each forum and identify actionable items. • Share follow-up actions through newsletters, social media, and/or other district channels to ensure accountability. • Integrate community feedback into district planning and decision-making with full transparency. • Highlight district milestones and achievements in monthly communications, including newsletters and social media. • Deliver an annual "State of the District" presentation and report by December 1, 2025, to showcase progress and future goals. • Celebrate and recognize community members who contribute valuable feedback during forums.	KPI 1: Three community feedback forums will be hosted annually, with at least two rotating locations to ensure accessibility and inclusiveness. KPI 2: Digital and social media engagement metrics will be analyzed and reported to the Board of Education in December 2025 and May 2026. KPI 3: Community input from each forum will be reviewed within one month, with actionable follow-up communicated through newsletters, social media, or other district channels. KPI 4: District milestones and achievements will be highlighted in monthly communications, including newsletters and social media updates. KPI 5: An annual "State of the District" presentation and report will be delivered by December 1, 2025, showcasing progress, achievements, and future goals.

2025-2026 DISTRICT GOALS

Aim 4b	To ensure access to academic, mental health, and behavioral supports.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
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.	- Identify and evaluate barriers that prevent students from accessing academic, mental health, and behavioral support services. - Gather stakeholder input through various methods to understand challenges and use findings to improve access and reduce barriers. - Develop and implement a comprehensive database to track information about student supports. - Regularly update and analyze the data to identify trends, gaps, and areas for improvement. - Create and distribute clear, accessible materials (e.g., brochures, websites, social media posts) to inform students, families, and staff about the range of academic, mental health, and behavioral supports available. - Host informational sessions and workshops for families and staff to increase their understanding of available services and how to access them. - Partner with community organizations to expand outreach and ensure all stakeholders are aware of the resources provided by the district. - Develop a shared framework for identifying students in need, providing timely interventions, and tracking progress. - Encourage cross-departmental collaboration to ensure a holistic approach to student support, addressing academic, mental health, and behavioral needs. - Use the centralized database to track and analyze the percentage of students identified as needing support, the timeliness of services provided, and measurable outcomes. - Share progress reports with stakeholders annually, highlighting successes, challenges, and areas for improvement. - Set annual benchmarks to ensure continuous improvement in the availability, coordination, and effectiveness of student support services.	KPI 1: Annually increase the percentage of students identified as needing academic, mental health, or behavioral support, with progress tracked and reported each year. KPI 2: By January 2026, ensure that the percentage of students identified as needing support are offered appropriate academic or behavioral services within four weeks of identification, with annual increases in this percentage thereafter. KPI 3: For the 2025-2026 school year, track the percentage of students receiving academic, mental health, or behavioral support who demonstrate measurable improvement in achievement or behavior, aiming for a 50% success rate as a milestone toward the 75% target by 2030. KPI 4: Publish annual progress reports detailing the identification, timeliness, and effectiveness of student support services, ensuring transparency and accountability.

2025-2026 DISTRICT GOALS

Aim 4c	Increase the sense of physical and emotional safety for students, families, staff, and the community.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
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.	• Offer targeted professional development sessions focused on fostering a positive school climate, including strategies for creating a welcoming environment, building positive relationships, and ensuring physical and emotional safety. • Equip staff with tools to support diverse student and family needs. • Establish ongoing coaching or peer learning opportunities for staff to share best practices and reflect on their progress in fostering a positive climate. • Schools will host family engagement events to strengthen relationships with families. • Develop a consistent communication plan to share updates on school climate initiatives, progress, and opportunities for involvement with students, parents, and staff. • Establish regular feedback loops, such as surveys or town hall meetings, to gather input from stakeholders and demonstrate responsiveness to their concerns. • Foster a welcoming and safe atmosphere at all schools by creating inviting common areas, adding student artwork, or improving outdoor spaces. • Expand peer mentorship programs to connect students across grade levels. • Align student support services, such as counseling and social-emotional learning programs, with identified student needs to address barriers to a positive climate. • Create opportunities for student voice and leadership in shaping school climate efforts.	KPI 1: By June 2026, 90% of staff will participate in professional development focused on fostering a positive school climate. KPI 2: Each school will host at least two family engagement events during the 2025-2026 school year. KPI 3: By June 2026, 100% of schools will implement at least two improvements to entryways or common areas, such as adding student artwork or enhancing outdoor spaces, to foster a welcoming and safe atmosphere. KPI 4: By the end of the 2025-2026 school year, peer mentorship programs will be established and actively implemented in all schools.

2025-2026 DISTRICT GOALS

PRIORITY 5: STAFF RECRUITMENT AND RETENTION

Aim 5a	Increase effectiveness of recruitment strategies to attract highly qualified candidates.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
Goal 5a: By 2030, the recruitment team will attract highly qualified and diverse candidates through targeted outreach, strong professional networks, and innovative sourcing strategies.	• Build strong collaborations with universities, colleges, and community organizations to attract highly qualified and diverse candidates through targeted outreach and recruitment events. • Provide mentorship, professional development, and clear pathways to permanent positions, ensuring student teachers feel prepared and valued. • Offer early interview opportunities and expedited hiring processes for exceptional student teachers identified by their cooperating teachers and university. • Simplify application processes, reduce hiring timelines, and offer comprehensive onboarding to integrate new hires into the district's culture and expectations. • Track recruitment metrics and share regular progress reports to ensure accountability and guide improvements.	KPI 1: By the close of the 2025-2026 academic year, the district will implement targeted recruitment strategies to increase the percentage of diverse and qualified candidates in the applicant pool, establishing a baseline percentage to determine future growth metrics. KPI 2: By the close of the 2025-2026 academic year, the district will develop at least three new outreach strategies to strengthen partnerships with universities, colleges, or community organizations. KPI 3: By the close of the 2025-2026 academic year, the district will implement a structured evaluation and mentorship program to identify high-potential student teachers and retain them by offering permanent positions within the district, as available. KPI 4: By the close of the 2025-2026 academic year, the district will streamline and enhance the application process to reduce completion time and improve the overall completion rate.

2025-2026 DISTRICT GOALS

Aim 5b	Increase employee retention through fostering a supportive work environment.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
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.	- During the 2025-2026 academic year, implement structured feedback tools to gather insights on staff experiences and aspirations to create personalized growth plans, address challenges, and ensure staff feel valued. - Throughout the 2025-2026 academic year, analyze trends in staff satisfaction, performance, and retention to guide resource allocation, targeted interventions, and tailored support systems that address specific needs. - In the 2025-2026 academic year, develop a comprehensive framework including mentorship programs, mental health resources, flexible work options, and wellness initiatives. Continuously adjust these systems based on staff feedback to ensure effectiveness. - Expand professional development offerings during the 2025-2026 academic year to include workshops, certifications, leadership training, and peer-led sessions. Align these opportunities with staff goals to promote continuous growth and engagement. - During the 2025-2026 academic year, foster morale through recognition programs, team-building activities, and collaborative projects. Celebrate achievements and milestones to create a culture of appreciation and belonging. - Regularly assess retention efforts throughout the 2025-2026 academic year using feedback, exit interviews, and data analysis. Use these insights to adapt strategies and maintain alignment with staff needs and district goals.	KPI 1: By the end of the 2025-2026 academic year, the district will implement at least three structured feedback tools (e.g., surveys, focus groups, one-on-one check-ins) to gather insights on staff experiences and aspirations, with 75% of staff participating in at least one feedback activity. KPI 2: During the 2025-2026 academic year, all schools will provide professional development offerings specifically focused on staff wellness with a minimum of 75% of staff participating. KPI 3: By the end of the 2025-2026 academic year, the district will implement at least two staff wellness efforts (e.g., recognition programs, team-building activities, or collaborative projects), with a minimum of 75% of staff participating.

2025-2026 DISTRICT GOALS

Aim 5c	To enhance and customize professional development to support all staff in their job roles and responsibilities.	
Goal	Strategies/Actions	Key Performance Indicators (KPIs)
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.	• School-based LMC teams/PLC Coordinators/ diverse teacher leader groups in collaboration with administrators, will co-plan professional development sessions to equip staff with actionable strategies aligned with their daily responsibilities. • School-based LMC teams/PLC Coordinators/ diverse teacher leader groups in collaboration with administrators, will co-develop workshops and resources to help staff build stronger partnerships with families. • Schools will collaborate with families to design programs that promote a positive school climate. • Professional development sessions will focus on effective communication techniques. • Communication protocols and tools will be developed to align with the unique needs of each school community, fostering trust and collaboration. • LMC teams in partnership with administrators, will engage staff in identifying and prioritizing improvements to the physical environment. This includes creating welcoming entryways, enhancing classroom layouts, and maintaining clean and safe facilities. • Staff will collaborate to design mentorship frameworks tailored to their specific school community.	KPI 1: By the end of the 2025-2026 academic year, all schools will provide evidence of dedicating at least one staff meeting to equip staff with actionable strategies tailored to their daily responsibilities. KPI 2: By the end of the 2025-2026 academic year, all schools will provide evidence of offering training and resources designed to help staff build stronger partnerships with families. KPI 3: During the 2025-2026 academic year, all schools will provide evidence of hosting at least one family engagement program aimed at fostering a positive school climate. KPI 4: By the end of the 2025-2026 academic year, all schools will provide evidence of conducting professional development sessions focused on enhancing staff communication techniques.