STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2025-2026

Cherry Hill High School West

District: CHERRY HILL TWP
School Identification: NA
County: CAMDEN
Targeted Subgroup(s):
Team: NA
CDS: 070800040
SW: Y

SMART Goal 1

By June 2026, Cherry Hill High School West will increase the percentage of students by 5% performing at the "Graduation Ready" level in mathematics on the NJGPA from 55.1% to at least 60%, with a specific focus on increasing Graduation Ready rates among Black students from 38% to 40% and Hispanic students from 33.7% to 35.7% through the implementation of evidence-based math interventions, increased small group instruction, and professional development focused on differentiated and engaging instructional strategies.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance Need	55.1% of our students are considered graduation ready on the Spring 2025 NJGPA in math against a state rate of 58.0%. Only 33.7% of Hispanic or Latino students are graduation ready in math and only 38.0% of Black or African-American students are graduation ready as compared to 70.3% of White students being considered graduation ready.
Target Population:	All students; Black/African American and Hispanic or Latino

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 50% of students will score proficient or higher (>=60%) on the District Benchmark Assessment 1 in Algebra I, Geometry, and Algebra 2.	District Benchmark 1 Data Use of Title I supports/MTSS Team/Mentoring Data from grade coherence or its equivalent
Feb 15	At least 55% of students will score proficient or higher (>=60%) on the District Benchmark Assessment 2 in Algebra I, Geometry, and Algebra 2.	District Benchmark 2 Data Use of Title I supports/MTSS Team/Mentoring Data from grade coherence or its equivalent
Apr 15:	At least 60% of students will score proficient or higher (>=60%) on the District Benchmark Assessment 3 in Algebra I, Geometry, and Algebra 2.	District Benchmark 3 Data Use of Title I supports/MTSS Team/Mentoring Data from grade coherence or its equivalent
Jul 1	By June 2026, Cherry Hill High School West will increase the percentage of students by 5% performing at the "Graduation Ready" level in mathematics on the NJGPA from 55.1% to at least 60%, with a specific focus on increasing Graduation Ready rates among Black students from 38% to 40% and Hispanic students from 33.7% to 35.7% through the implementation of evidence-based math interventions, increased small group instruction, and professional development focused on differentiated and engaging instructional strategies.	State standardized test reports

Strategy 1 - Professional Development: Teachers will engage in professional development to implement PRISMS VR, a virtual reality-based platform that supports conceptual understanding of high school mathematics through immersive, real-world applications. This training will equip educators to integrate VR technology into instruction to increase student engagement, deepen understanding, and close performance gaps, particularly for Black and Hispanic students who are underperforming in math.

Action Steps

SMART Goal 1 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Provide targeted professional development for math teachers on effectively integrating PRISMS VR into instruction to support conceptual understanding and student engagement.	7/1/25	6/20/26	Teachers, Building Level Administrators, Curriculum Supervisors, Coaches, Title I Math Teacher, Title I Student Advocate

< SMART Goal 1, Strategy 1 - Budget Items: NO DATA >

Strategy 2 - Pull-Out or Push-In Small Group Math Instruction by Title I Math Teacher

Action Steps

SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Utilize designated staff members through Title I hiring in Math to support classroom teachers, instruction, and struggling learners through push-in and pull-out model.	9/2/25	6/27/26	Faculty, Building Level Administrators, Curriculum Supervisors, Coaches, Title I Math Teacher, Title I Student Advocate

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Continued collaboration and preparation for struggling learners by providing time for PD for the creation of strong ICR and consultative models. Preparation of materials to be used in the ICR and Consultative classrooms.	6/23/26	8/28/26	Faculty, Building Level Administrators, Curriculum Supervisors, Title I Math Teacher, Coaches
3	2	Emulate Building Thinking Classrooms by installing whiteboards for math classrooms to increase math engagement and increase mathematical discourse	9/2/25	1/30/26	Faculty, Building Level Administrators, Curriculum Supervisors, Title I Math Teacher, Coaches

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Whiteboards for math classrooms to emulate Building Thinking Classrooms	INSTRUCTION - Supplies & Materials / 100-600	$5,000	Federal Title I (School Allocation)

Strategy 3 - Student Attendance and Grades: Utilize an early warning intervention and monitoring system to identify students at risk due to poor attendance and grades.

Action Steps

SMART Goal 1 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Implement and regularly review an early warning system to identify students at risk due to chronic absenteeism and/or low academic performance, using real-time data dashboards.	7/1/25	6/27/26	Faculty, Building Level Administration, Curriculum supervisors and coaches, Title I Staff, MTSS team members
2	3	Assign targeted interventions such as check-ins with support staff, parent outreach, and academic support sessions and monitor student progress biweekly to adjust supports as needed.	9/2/25	6/27/26	Faculty, Building Level Administration, Curriculum supervisors and coaches, Title I Staff, MTSS team members, Mentors
3	3	Conduct Data Summits to analyze standardized testing data and to provide instructional supports for students.	9/16/25	1/30/26	Faculty, Building Level Administration, Curriculum Supervisors and Coaches, Title I Staff
4	3	Utilization of online resources to track student performance on standards and provide targeted differentiated instruction to meet individual student needs.	9/2/25	6/26/26	Faculty, Building Level Administration, Curriculum Supervisors and Coaches, Title I Staff

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	HW Club	INSTRUCTION - Personnel Services - Salaries / 100-100	$49,196	Federal Title I (School Allocation)
2	Mentoring Support	INSTRUCTION - Personnel Services - Salaries / 100-100	$50,738	Federal Title I (School Allocation)
4	Delta Math, Lexia, Math licenses for instructional support and differentiated instruction	INSTRUCTION - Other Purchased Services / 100-500	$10,581	Federal Title I (School Allocation)
3	Substitutes for teachers to participate in data summits	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$11,301	Federal Title I (School Allocation)
1	Hire additional staff to support struggling learners in math.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$84,955	Federal Title I (School Allocation)
2	HW Club - Supervisors for Virtual Instruction	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$21,005	Federal Title I (School Allocation)
1	Benefits for additional staff hired to support struggling learners in math and English. Includes TPAF, FICA, and medical, eye, dental.	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$93,221	Federal Title I (School Allocation)

SMART Goal 2

By June 2026, Cherry Hill High School West will reduce chronic absenteeism by 5% for Hispanic students from 30.63% to 25.63% and 5% for Black or African American students from 24.68% to 19.68% through the implementation of targeted engagement strategies and attendance interventions AND will decrease out-of-school suspension rates by 0.5% for Hispanic students from 1.64% to 1.14% and 0.5% for Black or African American students from 1.48% to 0.98% by implementing restorative practices and continuing staff professional development in restorative practices.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	All content areas
Priority Performance Need	The school continues to experience high rates of chronic absenteeism, particularly among Hispanic (30.63%) and Black or African American (24.68%) student subgroups, compared to the overall rate of 21.70%. Additionally, while overall in-school and out-of-school suspension rates remain relatively low, the suspension rates for Hispanic and Black or African American students are disproportionately higher than the schoolwide average. These disparities highlight a need for targeted supports to improve student attendance and reduce exclusionary discipline practices for historically underserved student populations.
Target Population:	All students; Black/African American and Hispanic or Latino

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 10 opportunities for students who are at risk academically or social emotionally will be provided to meet with MTSS team members held between September 1 and November 15.	MTSS Agendas Faculty Agendas Department Meeting Agendas
Feb 15	At least 10 opportunities for students who are at risk academically or social emotionally will be provided to meet with MTSS team members held between November 16 and February 15.	MTSS Agendas Faculty Agendas Department Meeting Agendas
Apr 15:	At least 10 opportunities for students who are at risk academically or social emotionally will be provided to meet with MTSS team members held between February 16 and June 30.	MTSS Agendas Faculty Agendas Department Meeting Agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2026, Cherry Hill High School West will reduce chronic absenteeism by 5% for Hispanic students from 30.63% to 25.63% and 5% for Black or African American students from 24.68% to 19.68% through the implementation of targeted engagement strategies and attendance interventions AND will decrease out-of-school suspension rates by 0.5% for Hispanic students from 1.64% to 1.14% and 0.5% for Black or African American students from 1.48% to 0.98% by implementing restorative practices and continuing staff professional development in restorative practices.	MTSS Agendas Faculty Agendas Department Meeting Agendas

Strategy 1 - Multi-Tiered System of Supports: Implement tiered attendance interventions that include early identification, personalized outreach, and family engagement.

Action Steps

SMART Goal 2 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	In addition to the teacher support specialist's normal caseload, the teacher support specialist will meet with students identified from MTSS every cycle to provide academic and social emotional support in a safe space and provide academic support to ELA students.	8/28/25	6/30/26	Student advocate, Building Level Administration, Grade level Restorative Teams, MTSS Teams
2	1	The teacher support specialist will meet with small student groups during lunch and learn to provide a safe space for students with anxiety and to provide students with a sense of belonging and encourage school involvement as well as provide academic support to ELA students.	9/2/25	6/26/26	Student advocate, Building Level Administration, Grade level Restorative Teams, MTSS Teams

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Support Specialist with a focus on ELA - Salary: Incorporate teacher support specialist onto the staff to support students and Restorative Practices in all aspects of the school community (full time) as well as provide academic support in ELA.	INSTRUCTION - Personnel Services - Salaries / 100-100	$49,830	Federal Title I (School Allocation)
2	Benefits for Teacher Support Specialist including TPFA, FICA, and family benefits, medical, dental, eye.	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$62,971	Federal Title I (School Allocation)

Strategy 2 - Restorative Practices for Behavior and Discipline: Continued use of school Restorative Leadership Team to support restorative practices with administration and school personnel.

Action Steps

SMART Goal 2 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Identify and conduct professional development for Introduction to Restorative Practices training for all new staff members.	8/28/25	12/23/25	Building Level Administration, Restorative Practices Leadership Team, Restorative Practices Building Level Trainers

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Identify and conduct professional development for Introduction to Restorative Circles training for all new staff members.	8/28/25	12/23/25	Building Level Administration, Restorative Practices Leadership Team, Restorative Practices Building Level Trainers
3	2	To meet every cycle to evaluate data, identify building and staff needs.	8/28/25	6/26/26	Restorative Leadership Team, Building Level Administration, Grade Level Restorative Teams, Building Staff, School Climate Team, Building Liaison Team
4	2	To meet every cycle to evaluate data and provide restorative and grade level support.	8/28/25	6/26/26	Restorative Leadership Team, Building Level Administration, Grade Level Restorative Teams, Building Staff, School Climate Team, Building Liaison Team

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Substitutes needed for staff coverage for Restorative Practices professional development opportunities.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$1,952	Federal Title I (School Allocation)
1	Restorative Practice Books/Cards	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,810	Federal Title I (School Allocation)

Strategy 3 - Daily Attendance Monitoring with Personalized Outreach: Implement daily attendance tracking with emails and follow-up calls for at-risk students.

Action Steps

SMART Goal 2 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Assign staff (e.g., attendance team, school secretary, or Title I-funded personnel) to monitor daily attendance data and flag students with patterns of chronic absenteeism or frequent tardiness	9/2/25	6/30/26	Building Level Administrators, administrative assistants, Title I Math teacher, Title I student advocate, Grade level teams, MTSS teams

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

90% of the students enrolled in a tested area in Math and English Language Arts will take the appropriate district benchmarks.

Area of Focus	Assessment/Data Analysis
Content Area	ELA/Math
Priority Performance Need	Participation in ELA and Math benchmark assessments fell below the state's recommended 95% target due to chronic absenteeism, post-COVID anxiety, testing conflicts, and pacing issues. Black or African American students had notably lower rates. Inconsistent participation limits the accuracy of student achievement data.
Target Population:	All students; Black/African American

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	90% of the students enrolled in English 9, 10, 11, 12 and Algebra 1, Geometry, and Algebra 2 will participate in district benchmark 1.	District Benchmark 1 Data Use of Title I support MTSS Team Performance Matters Genesis
Feb 15	90% of the students enrolled in English 9, 10, 11, 12 and Algebra 1, Geometry, and Algebra 2 will participate in district benchmark 2.	District Benchmark 2 Data Use of Title I support MTSS Team Performance Matters Genesis

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	90% of the students enrolled in English 9, 10, 11 and 12 and Algebra 1, Geometry, and Algebra 2 will participate in district benchmark 3.	District Benchmark 3 Data Use of Title I support MTSS Team Performance Matters Genesis
Jul 1	90% of the students enrolled in a tested area in Math and English Language Arts will take the appropriate district benchmarks.	District Benchmark Data Use of Title I support MTSS Team Performance Matters Genesis

Strategy 1 - Chronic Absenteeism Support through MTSS: Implement tiered interventions to identify and address barriers to attendance, including check-ins, mentoring, and family outreach.

Action Steps

SMART Goal 3 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Use attendance data to identify students for Tier 1, 2, and 3 MTSS supports based on frequency and patterns of absences.	7/1/25	6/30/26	MTSS Team, Grade level office duty teachers, Building Level Administrators, District level administration, Restorative Office, Counselors

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	1	Implement tiered interventions such as daily check-ins (Tier 1), mentoring and goal setting (Tier 2), and intensive family outreach or wraparound services (Tier 3).	7/1/25	6/30/26	MTSS Team, Grade level office duty teachers, Building Level Administrators, District level administration, Restorative Office, Mentors, Counselors
3	1	Monitor student progress and adjust interventions through regular MTSS team meetings and data reviews.	7/1/25	6/30/26	MTSS Team, Grade level office duty teachers, Building Level Administrators, District level administration, Restorative Office, Mentors, Counselors

< SMART Goal 3, Strategy 1 - Budget Items: NO DATA >

Strategy 2 - Restorative Practices to Rebuild School Connection: Use restorative circles and relationship-building activities to support students dealing with anxiety or disengagement.

Action Steps

SMART Goal 3 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Implement regular restorative circles and relationship-building activities during homeroom or designated class time to help students process emotions, rebuild connections with peers and staff, and re-engage with the school community, particularly those experiencing anxiety or social withdrawal.	9/2/25	6/30/26	Student Advocates, Building level administrators

< SMART Goal 3, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - Strategic Assessment Calendar & Make-up Protocols: Collaborate with staff to align assessment timing with instruction and create structured make-up opportunities for absent students.

Action Steps

SMART Goal 3 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Clear communication to math and ELA teachers that district benchmark assessments need to be given each marking period through C&I Expectations.	7/1/25	6/30/26	Staff, Building Level Administration, C&I office, Curriculum Supervisors

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	3	Collaborate with instructional staff to develop a strategic assessment calendar aligned with curriculum pacing, and establish structured make-up protocols to ensure students who are absent have timely opportunities to complete missed assessments.	7/1/25	6/30/26	Staff, Building Level Administration, C&I office, Curriculum Supervisors

< SMART Goal 3, Strategy 3 - Budget Items: NO DATA >

SMART Goal 4

Area of Focus No option for the fourth SMART Goal was selected on the Root Cause page.

Content Area

Priority Performance Need

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

Strategy 1 -

< SMART Goal 4, Strategy 1 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >