CHERRY HILL PUBLIC SCHOOLS

James Johnson Elementary School

SMART GOALS

2026 - 2027

STUDENT WELLNESS

Priority 1: ACADEMIC Achievement and Outcomes

AIMS and GOALS:

Increase each student's math proficiency by strengthening K-12 instructional practices.
Goal 1bi. By 2030, the district will achieve a 10% increase in math proficiency across grades 3-11 on state math assessments while ensuring measurable annual growth for all students. Goal 1bii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in math skills.
2% per year

Increase each student's literacy proficiency by strengthening K-12 instructional practices.
Goal 1ci. By 2030, the district will achieve a 10% increase in overall proficiency rates for students in grades 3-11 on state ELA assessments while ensuring measurable annual growth for all students.
Goal 2cii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in literacy skills.
2% per year

Improve student science proficiency by strengthening K-12 instructional practices.
Goal 2di. By 2030, the district will achieve a 5% increase in science proficiency across grades 3-11 on state assessments for all students.
Goal 2aii. By 2030, the district will ensure that all students meet or exceed the Annual Targets outlined in School Performance Reports, achieving measurable progress in science skills.
1% per year

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:** Academic Achievement: Increase overall math proficiency by 4% for grades 3-5 on state assessments. Each subgroup- Multilingual Learners, Students with IEPs, and Free/Reduced Lunch students- will each increase by at least 2%.	**Strengthen Core Instruction** Implement consistent use of high-quality math curriculum Eureka Math² with fidelity. Increase use of math discourse, problem-solving strategies, and engagement across grades 3–5.	**Building Principal** Provide overall leadership and vision. Ensure alignment with district priorities. 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** State assessment results showing a 2% increase overall and at least 1% growth in targeted subgroups. Growth on district benchmarks and common unit assessments. **Instructional Practice** Walkthrough/observation data showing stronger math practices (discourse, small groups, scaffolds). PLC notes documenting data use and

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%.	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). By the end of BOY, 100% of grades 3 - 5 teachers will demonstrate initial implementation of Eureka Math² with fidelity to lesson structure (lesson alignment, fluency, application, and student practice components), as measured by walkthrough data and curriculum implementation checks.	Support coordination of PD sessions. Monitor participation and provide feedback during walkthroughs. Serve as liaison between staff, district supervisors, and administration. **Math Coach** (Caroline Fitz) Lead math-specific PD sessions (Eureka Squared, interventions, data use). Model instructional practices and support coaching cycles. Collaborate with grade-level teams on math implementation. **MTSS Intervention Team** (BSI teachers,			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.

	By MOY, at least 60% of Tier II students will show measurable growth toward grade-level proficiency based on progress monitoring data (e.g., improved computation fluency, number sense, or problem-solving accuracy). By EOY, at least 70% of Tier II students and 50% of Tier III students will demonstrate at least one level of growth toward proficiency or exit intervention status, as measured by district benchmarks and state assessment data. **Professional Development & PLCs** Offer math PD on best practices (e.g., number talks, math discourse, engagement). Use PLC time to analyze math data, adjust instruction, and share effective strategies. Use of Title I Funds to provide targeted professional learning on differentiated mathematics instruction, Universal Design for Learning (UDL), and evidence-based intervention practices for diverse learners.	counselor, MTSS support) Analyze fall benchmark assessment data to identify Students with IEPs and Free/Reduced Lunch students performing below grade-level expectations in mathematics. Create flexible small-group instructional plans based on specific skill deficits identified through benchmark and formative assessment data. Schedule and implement targeted Tier II and Tier III intervention sessions at least 3- 5 times per week for identified students. Share student performance data to guide PD priorities.			

	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. Provide student voice opportunities (surveys or reflections) to adjust practices for motivation and relevance. **Data-Driven Monitoring** Conduct **3x per year data review cycles** to track overall growth and subgroup progress. Use walkthroughs and coaching feedback to ensure alignment with instructional practices. Share progress with staff and celebrate gains to maintain momentum.	Align intervention strategies with PD outcomes. Provide targeted professional development on evidence-based mathematics instructional practices, including number talks, math discourse, student engagement strategies, and differentiation to strengthen conceptual understanding and mathematical reasoning. **Teachers** Actively participate in PD and coaching cycles. Implement learned strategies in classroom practice. Provide feedback on PD effectiveness			

	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 through the Owlet Update.	and student impact. Utilize PLC meetings at least monthly to analyze benchmark, formative, and subgroup data, identify trends, determine instructional next steps, and develop targeted supports for students not meeting proficiency benchmarks.			
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 5th grade students scoring at Level 4 (meeting expectations) will increase from 4%, as measured by the New Jersey Student Learning Assessments (NJSLA). By Spring 2027, the percentage of 5th grade economically disadvantaged students scoring at or above Level	**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	**Building Principal** Provide overall leadership and vision. Ensure alignment with district priorities Allocate resources (time, budget, staffing) for PD implementation. Support coordination of PD sessions.	**Full implementation by June 2027** Data reviews three times per year: December 2026, March 2027, and June 2027		**Student Achievement Data** Growth on mCLASS measures (DIBELS, Maze, and benchmarks) across all grades. Increased percentage of students meeting or exceeding proficiency benchmarks. Subgroup progress (Multilingual Learners, Students with IEPs, Free/Reduced Lunch students) showing at least a 1% gain. Improved performance on NJSLA ELA, particularly in identified priority standards. **Instructional Practice Evidence**

4 (meeting expectations) will increase by 2%,as measured by the New Jersey Student Learning Assessments (NJSLA). ELA (Grades 3–5) **Grade 3 ELA:** By June 2027, Grade 3 students will increase proficiency on the identified priority ELA standards Standard: RL.TS.3.4, by 2%, with each subgroup increasing by at least 1%. **Grade 4 ELA:** By June 2027, Grade 4 students will increase proficiency on the identified priority ELA standards **Standard 1: RL.TS.4.4**, by **2%**, with each subgroup increasing by at least **1%**. **Grade 5 ELA:** By June 2027, Grade 5 students will increase proficiency on the identified priority ELA standards **Standard 1: RI.AA.5.7** ,by **2%**, with each subgroup increasing by at least **1%**.	extended writing opportunities. Support engagement and inquiry during CKLA lessons by using strategies that promote student discussion, questioning, and critical thinking. **Targeted Interventions** Use mCLASS data (DIBELS, Maze, and benchmarks) to identify students for Tier II/III literacy support. Provide differentiated small-group instruction aligned to individual student 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.	Monitor participation and provide feedback during walkthroughs. Serve as liaison between staff, district supervisors, and administration **Literacy Coach** (Lindsey Abesh) Facilitate CKLA and literacy-focused PD. Provide modeling, co-teaching, and resource support. Track and report implementation progress in literacy classrooms. **MTSS Intervention Team** (BSI teachers, counselor, MTSS support) Share student performance			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. 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.

	Facilitate peer observations and coaching cycles centered on CKLA delivery, writing instruction, and literacy best practices. **Student Engagement in Literacy** Increase student ownership of learning through strategies that spark inquiry, discussion, and questioning within CKLA. Embed opportunities for collaborative analysis of texts to deepen comprehension and vocabulary development. Celebrate growth in fluency, comprehension, and writing to build motivation and confidence. **Data-Driven Monitoring** Conduct 3x per year data review cycles using mCLASS (DIBELS, Maze) and benchmark assessments to track growth. Disaggregate results to monitor subgroup performance (Multilingual Learners, Students with IEPs, Free/Reduced Lunch students). Use NJSLA and benchmark analysis to	data to guide PD priorities. Align intervention strategies with PD outcomes. Provide staff with Tier 1/2/3 instructional strategies. **Teachers** Actively participate in PD and coaching cycles. Implement learned strategies in classroom practice. Provide feedback on PD effectiveness and student impact.			Reports disaggregated by subgroups showing measurable progress. Regular updates shared with staff and families to highlight gains and areas of focus.

	identify priority standards and drive instructional adjustments. **Family & Community Connections** Host literacy family nights to model strategies that support fluency, comprehension, and writing at home. 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 4% from students in 2024–25, with growth primarily coming from students currently performing at Level 2 (nearing expectations). Each subgroup—Multilingual Learners, Students with IEPs, and Free/Reduced Lunch students—will each	**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** Provide overall leadership and vision. Ensure alignment with district priorities Allocate resources (time, budget, scheduling) for science instruction and professional development. Support coordination of professional learning	**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 1% and at least 0.5% gain in each subgroup. Classroom and benchmark data showing progress on NJSLS-S standards. **Instructional Practice** Walkthroughs and student work showing inquiry-based, hands-on learning aligned to NJSLS-S. **Targeted Supports** Documented scaffolds and subgroup growth during 3x per year data reviews. **Monitoring & Accountability** Analysis of NJSLA-Science results to identify

increase by at least 1%.	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.	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. 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			focus standards and adjust instruction.

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

STUDENT WELLNESS

Priority 2: Operational Excellence

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

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

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
By June 2027, James Johnson Elementary School will develop, implement, and monitor grade-level action plans, as appropriate, to address increased class sizes through the strategic use of available staffing, scheduling, instructional supports, and professional learning to maintain high-quality learning environments and promote student achievement.	**Identify impacted grade levels and develop action plans.** By October 2026, identify grade levels experiencing increased class sizes and develop grade-level action plans, as appropriate, that outline specific staffing, scheduling, instructional, and student-support strategies. Share plans with the Director of Elementary Education. **Strategically utilize available staffing and resources.** Use the building schedule and all	Building Principal Classroom Teachers Literacy & Math Coaches Interventionists School Counselors Child Study Team Educational Assistants Special Education Staff ESL Staff Student Services	**September–October 2026** Identify grade levels experiencing increased class sizes. Develop and share grade-level action plans, as appropriate.	Grade-Level Action Plans: 100% of identified impacted grade levels will have an action plan developed by October 2026, with implementation and monitoring documented at least quarterly. ELA Achievement and Growth: Beginning-, middle-, and end-of-year ELA universal screening data will be analyzed for impacted grade levels. At least 80% of impacted grade levels will demonstrate growth from BOY to EOY, with comparisons made to prior-year performance. Mathematics Achievement and Growth: Eureka Math² formative and module assessment data will be reviewed quarterly. At least 75% of students receiving targeted mathematics support will

	available personnel, including educational assistants, interventionists, literacy and math coaches, special education, ESL, and student services staff, to provide targeted support to impacted grade levels. **Monitor and adjust supports.** Monitor the capacity and effectiveness of identified staffing, scheduling, and instructional supports on an ongoing basis and make adjustments based on student needs, staff capacity, and available resources. **Provide targeted professional learning and collaboration.** Collaborate with Curriculum & Instruction, Special Education, ESL, Student Services, and NJTSS/MTSS to provide professional learning, coaching, and additional support aligned to the needs of impacted grade levels. **Use student data to evaluate effectiveness.** Review formative, summative, universal screening, and NJTSS/MTSS progress-monitoring data at least quarterly to evaluate the effectiveness of targeted supports and make data-informed adjustments. **Engage and communicate with families.** Provide periodic	NJTSS/MTSS Team Director of Elementary Education, as appropriate	Identify available staffing, scheduling, instructional, and professional-learning supports. **October 2026–May 2027** Implement identified supports. Monitor staffing and instructional capacity. Adjust support and resources based on student and staff needs. **Quarterly** Review ELA, mathematics, and NJTSS/MTSS data. Evaluate the effectiveness of implemented supports. Identify additional district-level resources, professional learning, or instructional support as needed.	demonstrate measurable progress toward identified priority standards or intervention goals by June 2027. NJTSS/MTSS Intervention: 100% of students receiving Tier II or Tier III intervention will have documented progress-monitoring data reviewed at least quarterly. At least 75% of students receiving targeted intervention will demonstrate progress toward their identified goals. Staffing and Instructional Supports: 100% of impacted grade levels will have documented evidence of strategic staffing, scheduling, or instructional support. Supports will be reviewed quarterly and adjusted when data indicate that additional or different supports are needed. Professional Learning: 100% of impacted grade levels will have access to targeted professional learning or coaching aligned to identified student needs. At least 80% of participating staff will report increased confidence in implementing identified instructional strategies. Family Communication: 100% of impacted grade levels will provide families with at least two documented communications during the school year regarding instructional supports, student progress, or strategies being implemented. Family Feedback: At least 75% of responding families will indicate that they understand the support being provided and feel confident that the school is addressing student needs, as measured through a brief survey or other feedback mechanism. Overall Effectiveness: By June 2027, the school will complete an end-of-year evaluation of 100% of identified grade-level action plans, documenting the effectiveness of implemented strategies and

	updates to families through one-way and two-way communication platforms regarding instructional supports, student progress, and strategies being implemented to address identified needs.		Document adjustments to grade-level action plans. **June 2027** Conduct an end-of-year evaluation of the effectiveness of grade-level action plans and targeted supports. Identify successful practices and recommendations for the 2027–28 school year.	recommendations for continued, modified, or discontinued supports for the 2027–28 school year.

STUDENT WELLNESS

Priority 3: ALIGNING STUDENT SUPPORTS TO MIRROR STUDENT NEEDS

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

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

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase the alignment of student instruction and support to most	**MTSS System & Protocols Overhaul** Redesign MTSS protocols to align with best practices, ensuring clarity in	**Building Principal :** Provide leadership, align MTSS overhaul to SIP, allocate resources for staffing,	**October 2026:** Revise MTSS protocols and	**Student Data Growth:** Increased percentage of students meeting or exceeding benchmarks in mCLASS, math benchmarks, and NJSLA.

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, James Johnson Elementary will reduce the percentage of students who are chronically absent by 4%, as measured by the New Jersey School Performance Report, through early monitoring and family engagement.	referral, progress monitoring, and exit criteria. Train all staff in updated MTSS expectations, including Tier I classroom responsibilities and intervention documentation. Establish clear expectations for Tier I fidelity supported by walkthroughs, coaching, and feedback. **Data-Driven Review Cycles** Conduct **3x per year data reviews (fall, winter, spring)** using multiple measures (mCLASS, benchmark data, NJSLA, classroom assessments, SEL screeners). 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,	training, and materials. Supervise the MTSS Team, Monitor MTSS meetings, Monitor fidelity 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 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.	train staff. **November 2026:** Fall MTSS data review cycle. **February 2027:** Winter MTSS data review cycle. **April 2027:** Spring MTSS data review cycle. **September 2026 – June 2027:** Implement interventions (academic & SEL/behavioral) and hold monthly MTSS team meetings. **October 2026 kickoff, November 2026, February 2027, May 2027:** Professional development	**Tiered Support Impact:** Reduction in number of students requiring Tier III interventions, with more needs met at Tiers I and II. **Fidelity of Instruction:** Walkthrough and observation data showing Tier I instruction aligned to best practices. **Progress Monitoring:** MTSS documentation reflecting interventions matched by intensity and duration with consistent tracking. **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 **Data Tracking** Attendance rates will be monitored monthly, with progress shared in school leadership meetings. A reduction in the chronic absentee rate

	Free/Reduced Lunch) to ensure equity in access and outcomes. **Professional Development** Provide staff training on MTSS structures, use of data, evidence-based interventions, and SEL 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. Add weekly attendance notes to the Owlet Update. **Conduct Tier 2 student check-ins** and small-group meetings for students with emerging attendance issues. **Hold Tier 3 family conferences** with the MTSS Team and School Counselor	Attendance: As part of the attendance plan, our school counselor will monitor weekly attendance data, conduct student and family check-ins, and coordinate tiered supports in alignment with district protocols to reduce chronic absenteeism.	on MTSS and intervention strategies. **June 2027:** End-of-year review of MTSS effectiveness and student outcomes.	by 5% by Spring 2027 will serve as direct evidence of intervention success. **Student-Level Outcomes** Students identified for Tier 2 or Tier 3 support will show improved attendance, with at least **10% of those students reducing absences by 3 or more days** compared to the prior year. **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.

	for students identified as chronically absent. **Engage families early** to identify barriers (transportation, health, scheduling) and connect them with support. **Document all outreach and interventions** in alignment with district requirements. **Recognize and celebrate improved attendance** through schoolwide incentives (SOAR Cards, Owl Rallies House Points, Student of The Month-SOAR Awards). **Collaborate with community partners** (PerformCare, social services, health agencies) for students with significant barriers. **Report progress to the district attendance team** and share updates at school leadership meetings.			

CHERRY HILL PUBLIC SCHOOLS

James Johnson Elementary School

SMART GOALS

2026 - 2027

STUDENT WELLNESS

Priority 4: CLIMATE & FAMILY ENGAGEMENT

AIMS and GOALS:

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

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

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

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

SMART GOAL/ Major Activities	Key Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
To cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-solvers and responsible decision-makers, working together with a shared purpose. **Goal 4ai**: James Johnson Elementary will sustain a fully functioning Labor Management Collaborative (LMC) team that meets monthly, includes representatives from all labor titles, and sets and achieves clear, measurable goals aligned to the School Improvement Plan. **Goal 4c**: James Johnson Elementary will cultivate an organizational structure that fosters successful collaboration by empowering stakeholders to be problem-solvers and responsible decision-makers,	**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. **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**	**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. Problem-solve collaboratively and provide recommendatio	**October 2026:** House Sorting and Team Building with SEL/character values theme; LMC sets annual goals (wellness, communication, climate). **December 2026: Check-in #1** – Review LMC progress, celebrate SEL/character values with recognition events, initiate staff wellness	**Sustain & Strengthen LMC (Year 3 Focus)** Hold monthly LMC meetings with clear agendas, minutes, and action steps. Ensure representation from all labor titles and use LMC as a platform for collaborative problem-solving. Monitor progress toward LMC goals in staff wellness, communication, and workload balance. Share updates with staff to maintain transparency and build trust. **Enhance School Climate & Safety** Implement building-wide initiatives that

working together with a shared purpose. This will be achieved by sustaining and advancing the work of the established Labor Management Collaborative (LMC) and implementing schoolwide initiatives that strengthen climate and family engagement.	Expand opportunities for student leadership (Parliament, climate ambassadors, Families/Houses). Increase recognition programs , add Owl Pellets. Maintain Student of the month, Manner Banner, House Points, and add service opportunities aligned to, “Together We SOAR.”	ns for improvement. **Building Principal** Provide overall leadership for climate and family engagement. Allocate resources to support Family Days, SEL initiatives, and staff wellness. Co-facilitate LMC meetings and track progress. Support implementation of SEL/character value lessons and recognition programs. Coordinate communication with staff, students, and families. **Counselor/SEL Team:** Lead Parliament, Focus Groups,	activity. **March 2027: Check-in #2** – Mid-year review of climate/family engagement initiatives; showcase SEL/character values through student activities and Family Days, Cup Days, Manner Banner.. **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.	promote physical and emotional safety. Provide staff PD on trauma-informed strategies, classroom management, and inclusive practices. Expand staff wellness initiatives (recognition programs, wellness days, morale boosters). **Improve Student Interpersonal Relationships** Decrease negative student interactions by expanding use of restorative practices and peer mediation. Provide counselor-led SEL groups that focus on conflict resolution, empathy, and teamwork. Partner with Guidance and Title I Support and other mento**rs** 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.

		Lunch Bunch 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 Family Days, clubs, and recognition programs. Communicate with families and model positive practices. Student Leaders		**Elevate Student Voice & Engagement** Expand opportunities for student input through Parliament, Student Voice Roundtables, and Student Clubs. Celebrate student contributions through recognition programs (House Points, Family Days, Cup Days, SOAR). 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 our Goals. Adjust strategies based on staff, student, and family feedback to ensure continuous improvement.

		(Student Voice, Parliament, Safety Patrol, Clubs): Participate in Student Voice Roundtables and Parliament. Model SEL/character values and promote positive peer relationships. **PTA/Family Leaders:** Partner in planning and supporting engagement events. 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 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 5c:** Johnson 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.	**Conduct Staff Needs Assessment** Distribute surveys and hold focus groups to identify role-specific PD priorities. Analyze student data and classroom observations to align PD with instructional needs. **Form a Collaborative PD Design Team (LMC & SCIP)** Include grade-level reps, specialists, and support staff voices. Meet regularly to co-design PD themes, schedules, and formats. **Develop a Tailored PD Calendar** Build a yearlong framework that balances district initiatives with school-specific needs. Ensure sessions align with Johnson committees (Literacy, Math, STEM, Culture & Climate, School Spirit etc.). **Differentiate PD Delivery**	**Building Principal** Provide overall leadership and vision. Ensure alignment with district priorities. Allocate resources (time, budget, staffing) for PD implementation. Support coordination of PD sessions. Monitor participation and provide feedback during walkthroughs. Serve as liaison between staff, district	**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 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,

	Offer options (workshops, PLCs, peer observations, coaching cycles, online modules). Create role-specific pathways (e.g., general education, BSI, educational assistants). **Provide Ongoing Coaching & Support** 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). **Celebrate & Share Growth** Highlight teacher successes in newsletters, staff meetings, and updates. Share PD impact stories with district leadership and the PTA.	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, BSI, and resource support. Track and report implementation progress in literacy classrooms.		MTSS progress monitoring). Improved student engagement and participation, documented by teachers and coaches. **Implementation Fidelity Checks** Coaches and administrators track follow-through on PD strategies during observations. PD Design Team reviews implementation data during 3x/year checkpoints. **Celebrations & Recognition** Staff examples of successful strategy use highlighted at faculty meetings or newsletters. Shared best practices showcased during PLC, Title 1 PD days or district presentations.

		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 1/2/3 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.		